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ABSTRACT

The ASPIRA Institute for Policy Research used a conference of prominent Latino leaders and a survey of conference participants as means to gather information on the needs of the Hispanic American community in the Northeast. This report presents summaries of conference transactions and survey results. The 2-day conference, held in August 1986, was divided into three groups dealing with the following major concerns: (1) education and employment; (2) health, housing, and human services; and (3) community economic development and political participation. For each of these categories, a summary of the discussion is presented, as well as recommendations for action by the private sector, the public sector, and community organizations. The survey section describes survey methodology and presents results in priority order for the following six areas: (1) political education and empowerment needs; (2) education and training needs; (3) housing needs; (4) health needs; (5) human service needs; and (6) community and economic development needs. Listing of priority needs by geographic area and by employment, and overall priority needs from all categories (for all respondents and by State) are also presented. The following appendices are included: (1) the survey instrument; (2) population growth for Northeastern states, 1980-1986; (3) biographical sketches of conference participants; (4) selected resources; and (5) a list of 41 selected references. (AF)

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A Guide for Action

Volume II

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This report was prepared by

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About the ASPIRA Association

ASPIRA was founded in 1961 by a group of concerned community leaders and professionals in New York City who met to discuss the alarming drop-out rate of Hispanic students and the social and economic conditions of the Puerto Rican community. Through their efforts, ASPIRA was formed as the first nonprofit organization in the United States dedicated to encouraging and promoting education and leadership development among Latino youth. In the ensuing 26 years, ASPIRA has expanded to include Associate offices located in New York City; Newark, Jersey City, Paterson, Camden, and Trenton, New Jersey; Philadelphia, Pennsylvania; Chicago, Illinois; Dade County, Florida; and Carolina, Puerto Rico. Its programs assist an average of 14,000 youths annually; over 3,000 of these young Latinos are placed in postsecondary educational institutions each year through the assistance of ASPIRA. Included are individuals of all Hispanic subgroups as well as non-Hispanics. Although ASPIRA's focus is on Latino youth, the Association is committed to assisting any young person who seeks help in his or her personal growth.

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About the ASPIRA Institute for Policy Research

In 1985, with initial funding from the Anheuser-Busch Companies and the DeWitt Wallace/Reader's Digest Endowment Fund, ASPIRA established the Institute for Policy Research. Creation of this office marked a significant expansion of the research and policy analysis capability within the private, nonprofit sector of Hispanic organizations.

Headquartered in Washington, D.C., the ASPIRA Institute for Policy Research has access to government statistical bureaus, national research and advocacy organizations, and world renowned centers of information. Interaction with these agencies provides a constant source of data and issue identification and opportunities for cooperative ventures with other research institutions.

The objectives of the ASPIRA Institute for Policy Research are to:

- undertake policy analysis and research focusing on the urgent needs and problems confronting the Hispanic community at national, state, and local levels;
- prepare reliable and timely reports that assess and interpret prevailing policies of special concern to Latinos, providing alternative approaches and challenging commonly held assumptions;
- collaborate with public and private organizations in joint projects related to the education of Hispanics;
- develop pilot projects that address major educational needs of Hispanic students, as determined by needs assessments and data analyses, to serve as model programs for local, state, and national decision makers;
- increase the number of professional Latinos in educational policy analysis and research by serving as a research center for experienced researchers and interns; and
- advocate in favor of Latino youth and the Hispanic community by coordinating, preparing, and presenting policy analyses to appropriate decision-making bodies.

Advice and support for the efforts of the ASPIRA Institute are provided by a Council of Advisors who represent various areas of expertise, including research, education, social science, community development, media and advertising, and advocacy. The members are:

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BACKGROUND

Background

To gather information on the perceived needs of the Hispanic community in the Northeast, the ASPIRA Institute for Policy Research tapped the reservoir of knowledge and experience of Latino leaders. The objectives of the study included identifying

- regional and national origin differences in the needs;
- resources available to address these needs; and
- action strategies for public policy makers, the philanthropic sector, and the Hispanic community.

The Institute undertook two consecutive efforts to reach the conclusions and recommendations contained in this report.

The Conference

An initial list of over 100 prominent Latino leaders was developed using existing information on elected public officials, Hispanic organizations, and recommendations from the ASPIRA Association's network of advisors, executive directors, board members, and staff. Although the intention was to include leaders from eight states (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island and Vermont), no key people were identified in Maine, New Hampshire or Vermont because Latinos do not yet appear to be organized into identifiable communities in these states.

Forty of those identified were invited to participate in a two-day conference held in August 1986 to discuss the specific needs of their own communities, identify existing resources both inside and outside their communities, and generate recommendations. Invited leaders were selected to represent the widest possible variety of professions and expertise—government, corporations, business, clergy, academia, human service and health providers—as well as geographic location. (See Appendix III for a complete list of participants.) Efforts were made to include representation from the various Hispanic national origin groups: Cuban, Dominican, Puerto Rican, Central and South American, and Mexican American. ASPIRA sought to bring together as diverse a group as possible to involve persons with different perspectives and to promote broad discussion and lively interchange.

Participants were divided into heterogeneous groups to discuss areas identified in previous studies of the Hispanic community: health, housing, human services, education, employment, community economic development, and political participation.

To allow for small group interaction, the Latino leaders who participated in the two-day conference were divided into three groups, each with a facilitator.

Session	**Facilitator**
Education and Employment	Sarah Meléndez, Ed.D. Associate Director Office of Minority Concerns American Council on Education Washinton, D.C.
Health, Housing, and Human Services	Elsa Núñez-Wormack, Ph.D. Associate Vice President for Academic Affairs College of Staten Island New York
Community Economic Development and Political Participation	Herminio Martínez, Ph.D. Director of Training, Evaluation and School Services Institute for Urban and Minority Education Teachers College Columbia University New York City

The three groups were as heterogeneous as possible in the interest of capturing the diversity of the Latino communities in the Northeast. Each group was requested to discuss Hispanic needs and strategies for

The NYNEX Corporation and the Foundation are looking not just to do things right, but to do the right thing. We are looking to be a catalyst for social change. We are looking to try to make things happen. We are so inextricably interwoven with the communities that we serve, that if the communities don't have viable economies, we don't have places to sell our services, and we don't have a community from which to draw the right kind of people to work for us. It's a benefit for us all to work together.

Patricia Fogarty
Director
Strategy Development and Planning
NYNEX Corporation

addressing them in the particular area assigned. They were asked to go beyond listing deficiencies and spend as much time as possible during the two days identifying creative and effective solutions.

The arbitrary division of needs into categories was done to help focus the discussion. As was to be expected, the interrelatedness of the categories was continually made apparent in the group sessions. This section summarizes the lively discussion that ensued.

The Survey

A request made to conference participants for information on other leaders within their communities expanded the original list of Hispanic leaders to nearly 450. The needs identified by the conference participants were summarized and included in a survey instrument subsequently mailed to this expanded group. The survey requested respondents to indicate those needs that they perceived as the most pressing. Nearly 60 percent of the leaders who received the questionnaire responded.

Individuals who received the survey instrument were certainly not all the Latino leaders in the eight-state area. The methods used to generate the list (referrals, existing lists of elected officials) produced a non-probability sample. The results, therefore, are not to be taken as representative of the perceptions of all Hispanic leaders in the Northeast. The needs and recommendations offered in this report are supported by a review of research on Hispanic needs, an analysis of the transcripts of the conference, and the survey data collected. The transcripts and the data are available for study in the ASPIRA Association's National Office in Washington, D.C.

THE CONFERENCE

Education and Employment

Summary of Discussion

The session began with a brief overview of the condition of Hispanics in each of the five states represented. Participants observed that Hispanics in the Northeast are largely urban dwellers. In Connecticut, Massachusetts, New Jersey, New York, and Rhode Island Puerto Ricans represent the largest group, but migrant flows are changing the distribution of Latinos in these states. Puerto Ricans seem to be moving out of New York City while there is a growing population of Dominicans and Central Americans in major cities in the Northeast. Latinos in Vermont are mostly Central Americans and Colombians. The Sanctuary Movement may be contributing to the rapid growth of Central American populations in some of these states. Participants believed that Cubans and South Americans are, as a group, more affluent than Puerto Ricans. For all Latino groups, however, educational attainment is low, school drop-out rates and unemployment are high, and college enrollment and graduation rates are low. There was consensus that development of effective solutions requires that both the similarities and the differences between the various national origin groups be understood.

The discussion in this session centered on a variety of interrelated issues: (1) educational attainment, (2) language and culture, (3) teacher training, (4) community self-help, (5) external funding, and (6) Latino leadership.

1. Educational Attainment

Participants noted that improving Hispanic educational attainment will require action in other areas as well. Employment, housing, health care, child care, adult literacy, and poverty all affect an individual's ability to obtain an education. The basic needs of families have to be met if children are to succeed in school. It is equally important for parents to be involved in their children's education and mechanisms should be established to prepare parents to make informed decisions for their children.

Long-range, comprehensive strategies that treat education as a single system, from preschool to college, were considered important. Cooperative and collaborative programs between the various levels (preschool to college) and types (public, private, and community-based) of education will ensure a continuing flow of Hispanic students and stop the leaks in the pipeline leading to higher education. Short-range intervention strategies for retention and recruitment to increase the opportunities of Latino youth already in school should also be encouraged.

The group agreed that there is little understanding of the barriers within the schools that prevent them from effectively serving Latino youth and these issues should be discussed in sessions involving parents, teachers, students, and school administrators. Of particular concern was the lack of financial support of education for Hispanics, including student financial aid and support for programs that serve the special needs of Latinos. The participants observed that community-based agencies that serve as advocacy forces are effective in holding the system responsible for serving young Latinos and should be supported.

2. Language and Culture

The discussion of issues related to Hispanic language and culture was interspersed throughout the session. Participants noted in particular that schools should provide a supportive environment that conveys the message that it's okay to be Hispanic. Indeed, knowledge of the Spanish language and culture should be considered a resource and not a problem. Efforts should be made to encourage learning and proficient use of languages other than English.

To assist with these efforts, school language policies should be consistent with language-learning theory and decision makers should be educated on how language is learned. Existing methods of determining class placement and measuring scholastic achievement are not culturally sensitive and thus are inadequate for Latinos. Hispanic children are too often misdiagnosed as learning disabled.

Adult education programs, the participants felt, should provide literacy and English-as-a-Second-Language skills as well as provide bilingual vocational training.

The single most important barrier to success in the labor market for Hispanics is their low level of educational attainment. Only 50.9% of Hispanics complete four or more years of high school compared to 77.3% of the total population. (U.S. Bureau of the Census, August 1987)

Researchers have to stop looking at us in terms of social pathology. We need to foster the notion that our knowledge of Hispanic language and culture is a resource, not a problem.

Flora Mancuso Edwards
President
Middlesex County College
Edison, New Jersey

The drop-out rate for Hispanics is as much as three times higher than for whites (non-Hispanic) and one-and-one-half times higher than for blacks. (National Commission for Employment Policy *and* National Council of La Raza, 1986)

Because mainstream institutions have not educated our children, we have been forced to develop an alternative network of educational services and support systems.

María Estela Carrión
Executive Director
Hispanic Office of Planning and Evaluation
Roxbury, Massachusetts

In 1985, only 8% of Hispanics had completed four years of college or more compared with 20% for non-Hispanics. Among different Hispanic groups, 42% of Mexicans, 46% of Puerto Ricans, and 51% of Cubans had completed high school, while 63% of persons of Central and South American origin had achieved this educational level. (U.S. Bureau of the Census, 1985)

We need to stress prevention instead of remediation. The focus on prevention at the earliest age possible will subsequently decrease the instances of remediation.

Nathan Quiñones
Chancellor
New York City Board of Education

3. Teacher Training

The training of teachers and administrative personnel who serve Latino children and youth should be improved, the group indicated. Staff development courses should be geared toward promoting cultural sensitivity. It was suggested that a requirement for teacher certification should be knowledge of language learning theory, Hispanic culture, and the insidious dynamics of racism and their impact on children's self-concept and achievement.

4. Community Self-Help

The belief in the benefits and effectiveness of community self-help was an underlying theme of the discussion. Community-based organizations that serve as advocacy groups are in a position to hold the educational system responsible when schools are not effectively serving Latinos. It was argued that the existing alternate network of educational services and support systems has been developed because of the absence of these services in mainstream institutions.

The talents and expertise of Hispanics and community-based organizations were cited as valuable resources for their communities. Because of their ability to deliver services and to help inform the community of other services available, community-based organizations should be strengthened and expanded by ensuring their financial security. One mechanism could be to create community endowments that would allow Hispanic organizations to have an independent voice. Encouraging Hispanics to contribute to Latino organizations was also viewed as important. Other methods for increasing financial security include developing effective for-profit arms of nonprofit agencies. For some organizations, this method has proved to be an effective means for increasing income for program activities. Creating mechanisms to provide short-term, no-interest loans to help community-based organizations with cash-flow problems may also foster organizational stability. The group pointed out that encouraging in-kind contributions from institutions such as universities and corporations to community-based organizations, such as personnel on loan, space, equipment, and technical assistance, is a development tool often overlooked or unexplored. For example, Mario Caceres of Rochester, New York, negotiated for professors from a local university to teach in the center he directs.

There was general agreement that Latino community-based organizations should establish coalitions with other Latino organizations to strengthen both their individual and collective effectiveness. Interagency collaborations and coalitions often were identified by participants as a means of exerting a stronger influence in all areas of social and economic decision making.

A number of examples of collaborative efforts were discussed. For instance, group purchasing arrangements for insurance, supplies, and equipment can be cost-saving strategies. Joint public relations activities also can be very effective. Hispanic community-based organizations in Boston, for example, collaborated in funding a videotape on Boston's Latinos. Another opportunity for collaboration is working together on specific issues, such as reviving the civil rights agenda or advocating for legislation and budgetary allocations favorable to the community.

Consortial fund raising may promote greater responsiveness from funding sources, especially if it is evident that Latino organizations have worked together to learn about model programs, establish linkages, and facilitate collaboration and planning. In such cooperative ventures it is possible for mature organizations to assist emerging agencies in staff development, fund raising, and other forms of technical assistance. There was consensus that services could be improved by coordinating delivery programs. For example, Head Start programs should be linked to education and job training programs for parents.

5. External Funding

Participants suggested that public policy makers, in determining budgetary allocations, should recognize that Hispanic community-based organizations provide highly effective complementary services to schools and social service agencies—services that other organizations generally are unable to offer. Latino agencies play a vital role in the education of the Hispanic community.

To promote the stability and perpetuation of community-based organizations, funding sources should consider financial support for activities that would improve the ability of community-based organizations to raise funds, such as documenting the effectiveness of their programs or increasing membership.

The group strongly emphasized the importance of general operating funds. Community-based organizations need to develop their infrastructures to assure stability. This requires general support funds, but most funding institutions prefer to fund defined projects. While project overhead provides some unrestricted funds, it is too piecemeal and inadequate to promote sustained organizational development activities.

Participants also agreed that meetings of community-based organizations are vital for promoting articulation, coordination, and information exchange between groups. Funding sources should support these meetings at national, regional, and local levels.

6. Latino Leadership

Central to the issue of education, the development of Latino leadership and access to the decision-making process was discussed. Participants indicated that developing communities have a great need for leaders and that opportunities should exist for middle managers to move into senior positions. Increased access of Hispanics to nontraditional careers will broaden their potential impact on decision making. Furthermore, the number of Hispanic decision makers in organizations that allocate resources, such as United Way, where participants observed that Hispanics are significantly underrepresented, needs to increase. Latinos presently in leadership positions should be supported.

Participants agreed that the Hispanic community has a number of resources available to address its educational needs, such as model programs, Head Start, community-based organizations, state and local social service agencies, the family, state and local education agencies, the talent and creativity of the Hispanic community, Latino leaders, and major regional and national advocacy and training organizations (ASPIRA, National Puerto Rican Forum, National Puerto Rican Coalition, Congressional Hispanic Caucus, League of United Latin American Citizens, Puerto Rican Legal Defense and Education Fund, National Council of La Raza, Mexican American Legal Defense and Education Fund, National Association of Bilingual Education, and others). There was consensus that existing resources need to be strengthened and expanded. Many community-based organizations are overextended and underfunded. School systems are not adequately serving children with special needs. Social service agencies need to improve and expand services and make them more responsive to the needs of the Hispanic community.

Participants indicated that funding sources should assist Latino communities not only out of a sense of responsibility, but also because it is in their best interest to help ensure the progress of tomorrow's workers and consumers. The Hispanic market is growing in importance and its buying power is increasing, yet problems such as the high drop-out rate are taxing corporate dollars. Moreover, many of the needs of Latinos—although often more critical—are shared by the entire population.

By the year 2000 the total number of Hispanic workers is projected to increase by 74% while blacks will increase by 29% and whites by 15%. (Bureau of Labor Statistics, 1987)

In 1985, about 6.7% of U.S. workers were Hispanic and this proportion will increase to about 10% by the year 2000. (Current Population Survey, March 1985)

In March 1985, approximately 7.4 million Hispanics 16 years old and over were in the labor force. Hispanic employment overall rose by 25% over the five-year period 1980-85 compared to increases of about 7% for whites, and 13% for blacks. (U.S. Bureau of the Census, 1985; Bureau of Labor Statistics, 1986)

More Hispanic youngsters drop out of school than others, and they also drop out earlier than others; 40% of Hispanic dropouts leave high school before the spring semester of their sophomore year. (Hispanic Policy Development Project, 1984)

Given the current number of Hispanics and the projected demographics, the economic well-being of this region depends increasingly on the well-being of Hispanics, both as consumers and as workers. Hispanics and the corporate world are linked by mutual self interest.

Nathan Quiñones
Chancellor
New York City Board of Education

In March 1987, 10.8% of employed Hispanic males and 14.6% of Hispanic females were in managerial and professional occupations compared to 26.5% of employed non-Hispanic males and 25.5% of employed non-Hispanic females. (U.S. Bureau of the Census, August 1987)

Recommendations

The group developed the following specific recommendations for the private, public, and community-based sectors.

The Private Sector Can:

- Play a major role in convening community-based groups to develop community-wide plans and strategies. This kind of meeting should take place in a retreat setting, away from the day-to-day pressures of the office. Sufficient time is required for delving into the issues at some depth and developing workable strategies.
- Help community-based organizations improve their effectiveness by providing both funding and technical assistance personnel for activities that will strengthen the organizations' infrastructures and improve the professionalism of their staffs, especially in such areas as budgeting, strategic planning, fund raising, and proposal writing.
- Supply general operating funds for community-based organizations to ensure continuation of nonprogram activities, such as public relations, which are essential for public recognition of the organization's activities and which, in turn, make the organization more attractive to funding sources.
- Provide incentives for their own personnel with skills in such areas as budgeting, strategic planning, and fund raising to serve on the boards of directors and advisory boards of community-based organizations.
- Create local escrow funds to assist community-based organizations with cash-flow problems. There often are funding gaps between the end of a project year and the award letter from a government agency which require organizations to reduce staff and cease all work on a project or go into debt.
- Assist organizations in developing capital campaigns and endowments and contribute to those funds.
- Hire Hispanics to work in corporate giving departments and foundations.
- Establish challenge grants for collaborative projects between community-based organizations.
- Seek out community-based organizations that can orient corporate and foundation staffs to the Hispanic culture and to the needs in the Hispanic community and possible solutions.
- Work with the community to ensure passage of culturally sensitive legislation and adequate budgetary allocations.
- Provide funding for the local Foundation Center or similar organizations to hire Hispanics to provide technical assistance to the region's community-based organizations.

The Public Sector Can:

- Encourage broad discussion of barriers to the educational advancement of Latino youth with parents, teachers, students, and Hispanic leaders.
- Ensure that school language policies are consistent with language-learning theory.
- Improve data gathering on Hispanics.
- Enact legislation that is sensitive to cultural and economic differences between communities.
- Require knowledge of learning theory and cultural diversity for teacher certification.
- Work with community-based organizations to devise strategies and solutions to community problems.
- Develop mechanisms to increase the number of Hispanic teachers, counselors, and administrators.
- Appoint Hispanics to decision- and policy-making positions.

- Develop collaborative programs between the various levels (preschool to college) and types of public, private, community-based education.
- Develop culturally sensitive methods for placement and grade promotion.
- Ensure the cultural awareness of school teachers and staffs.

Community Organizations Can:

- Form coalitions at the local, state, and national levels to advocate for legislation and budgetary allocations favorable to the Hispanic community.
- Convene at the local level for joint needs assessment and planning and to conduct consortial fund raising.
- Encourage mature organizations to assist newer agencies in organizational and staff development, fund raising, and proposal writing.
- Educate the philanthropic sector about the Hispanic communities and about the need for new approaches that may not be seen as orthodox or conventional.
- Work collaboratively to convince local corporations and foundations that it is in their self-interest to contribute to the improvement of the education of Hispanics.
- Form coalitions around issues instead of geographical areas.
- Discuss with other community-based organizations the similarities and the differences among the Hispanic subgroups and whether the differences require separate programs or whether existing programs can be adapted to serve the needs of diverse groups.
- Promote Hispanics for election and appointment to decision- and policy-making positions and resource allocation positions, including boards of directors of foundations, corporations, and mainstream organizations such as United Way.
- Develop cooperative purchasing plans for insurance, employee fringe benefits, equipment, supplies, etc.
- Work together to coordinate and improve the delivery of services. For example, Head Start programs for children should also include education or job training for parents.
- Use the media to increase public support and awareness of Latino organizations and collaborate on local and regional public relations activities. For example, Boston's Hispanic community-based organizations collaborated in paying for a videotape on the Hispanic community in Boston.
- Pressure national Hispanic bodies to make their boards of directors more representative of Latino geographic and ethnic diversity if they are to be considered national organizations.
- Work to develop new leadership and to provide training opportunities for middle management people.
- Work with parents to empower them and provide training for effective advocacy.
- Implement pilot programs for new, untried ideas to establish their cost effectiveness. A gradual planned process is preferable to attempts to achieve everything at once.
- Revive the civil rights agenda.
- Create a community endowment fund.
- Encourage Latinos to target charitable contributions to Hispanic organizations.
- Develop profit-making organizations affiliated with nonprofit agencies.
- Identify successful Hispanics and enlist them to help the community.
- Tap into the corporate and nonprofit institutions in the community for in-kind contributions such as personnel, technical assistance, space, and equipment.

Hispanics constitute only a small fraction of the teaching force: 2.6% of elementary school teachers and 1.7% of secondary school teachers, respectively. (Equal Employment Opportunity Commission, 1980)

College faculties are 93% white, 2.3% black, 1.2% Hispanic. (*Chronicle of Higher Education*, Dec. 10, 1986)

The median Hispanic family income was $19,995 in 1986, more than $10,000 less than the average income for non-Hispanic families. (U.S. Bureau of the Census, August 1987)

One-fifth of the Hispanic families interviewed in a 1982 national survey had one or more significant problems in obtaining needed health services, including dissatisfaction with services, problems in obtaining health insurance, and problems in financing care for serious illness and emergencies. (Anderson, Giachello, Aday, 1986)

AIDS is not a Hispanic problem, but in reaction to it, we need to deal with it as Hispanics, because when we join with everybody else, we lose the language issues, the cultural issues and approaches.

Alice Cardona
Program Associate
New York State Division for Women
New York City

Twenty-two percent of all pediatric cases of AIDS are found among Hispanic children. (Coalition of Spanish Speaking Mental Health Organizations, 1987)

Summary of Discussion

The group assigned to focus on Hispanic needs in the areas of health, housing, and human services adopted a very systematic approach for their discussion. Participants initially identified needs in each area then proceeded to identify existing and lacking resources for each. The end products of the two-day session included an action agenda and a list of resources in health, housing, and human services for each of the five states represented (Connecticut, Massachusetts, New Jersey, New York, and Rhode Island) that appears as Appendix IV.

Health

Major health needs identified by participants generally fit into the following categories: (1) substance abuse, (2) health education, (3) financial access to health services, (4) AIDS, (5) teenage pregnancy, and (6) domestic violence. The discussion made clear that health issues frequently overlap and cannot be treated in isolation.

1. Substance Abuse

Participants agreed that efforts in the area of substance abuse should focus at the earliest age possible on prevention activities. They expressed concern about media portrayal of drug use by sports idols and rock stars. The media were viewed as powerful forces that could and should educate and emphasize the negative aspects of substance abuse. Schools, churches, and poison control centers also were mentioned as important organizations for educating the community about drugs. Involving youth in activities that build their self-confidence and sense of self-worth was identified as a strategy which community-based agencies can most effectively implement.

2. Health Education

Health education was viewed as an essential priority in any attempt to prevent substance abuse, teenage pregnancy, and AIDS. The group recommended a comprehensive approach to health education to target all family age groups, from toddlers to grandparents, through institutions such as day-care and Head Start programs, schools, clinics, and community health services. The *comadrona* (midwife) model, developed in Hartford by the Hispanic Health Council, was mentioned as an effective community self-help approach. Volunteers recruited from the community can be trained to deal with family health issues in both individualized and group settings. Community involvement was emphasized as a vital component of effective health education for Latinos.

Community health centers were viewed as successful elements in providing health-care services for Hispanics. Most Latinos tend to go to hospitals only for emergencies, and community health centers are required to encourage the use of preventive health care. Hispanic participation in health maintenance organizations and their involvement as health-care providers should also be expanded. Information hotlines in Spanish were also mentioned as an alternative prevention tool.

3. Financial Access to Health Services

Financial access to health services is a critical need for Hispanics. Participants identified health care as a basic need that should not depend on a person's income and emphasized the need for a national health insurance program. Latinos are less likely than any other ethnic group to have health insurance.

4. AIDS

Recognizing the overrepresentation of Hispanics among AIDS victims, participants agreed that it is important to educate the community to view AIDS as a health issue, not solely as a homosexual issue. Information on AIDS should be sensitive to Hispanic cultural differences, including the strong homophobic attitudes among many Latinos.

5. Teenage Pregnancy

Teenage pregnancy was also recognized as a critical problem with particular cultural aspects that need to be

faced. Hispanic females may receive the message that they should marry and have children while young but too often pregnancy is viewed solely as the female's responsibility. Special dramatic presentations or videotapes targeted at youth were considered appropriate education tools.

6. Domestic Violence

Participants noted that domestic violence and child abuse in the Latino family are related to *machismo*. Latino males in traditional families are brought up to exert power over females and children while females are taught to accept male dominance as normal. Education and law enforcement need strengthening. Education needs to involve the entire family, including grandparents, whose presence in Latino households is common. Connecticut's spousal abuse statute was mentioned as a model of law enforcement legislation.

Housing

Discussion of housing needs centered on issues of cultural variables, financial accessibility, and access to decision making. Participants noted that in the Latino culture it is customary for the elderly to live with the family, but most available types of housing do not take this into consideration.

A lengthy discussion focused on the lack of housing for low-income Hispanics. Participants agreed that housing costs are increasingly higher in urban areas where Latinos are concentrated. Residential areas are being rezoned for commercial use in many cities such as Hartford, Connecticut, and gentrification is pushing Hispanics out of neighborhoods in which they have lived for years. To deal with these housing problems, it is necessary to examine discriminatory practices, create community awareness regarding housing issues, and increase the presence of Latinos on decision-making bodies such as zoning and planning boards. Among the mechanisms mentioned by the group to increase housing for low-income Hispanics were creating more groups of Hispanics to work on community development, increasing government financing at state and federal levels, increasing low-interest loans for purchasing and remodeling, and informing Latinos of long-range city and state housing plans.

Human Services

From the start of the discussion on human services there was consensus among participants on the philosophical premise that provision of human services should be based on a holistic approach. The critical elements of a holistic approach were identified as networking and collaboration among existing Latino community organizations and human service agencies with Hispanic clientele to allow for referrals and provide a comprehensive delivery of services; that is, a case management approach.

Latino leadership in the area of human services should be increased, participants indicated, including representation on policy-making bodies. Internships, youth leadership programs such as those operated by ASPIRA, and youth conferences were identified as important leadership development efforts that should be expanded.

Noting the large number of Hispanic female heads of households, the group discussed the issue of female empowerment. Participants agreed that the advancement of Latino women should be promoted and suggested convening meetings of Hispanic women to discuss and develop strategies for female empowerment.

Reliable child care was identified as a necessity for most Latino families. Participants emphasized providing affordable, accessible, and quality care for Hispanic children by increasing the availability of child care for low-income parents, training parents to evaluate child-care services, disseminating information on day-care centers, increasing the knowledge of the particular needs of Latino children, and training Hispanics as child-care workers.

Theater groups, community organizations, churches, and even *novelas* (Hispanic soap operas) were mentioned as mechanisms to address Latino family issues, including family violence.

Though Hispanics make up about 7% of the U.S. population, they account for 14% of the reported AIDS cases. (*Washington Post*, June 16, 1987)

The suburbs don't want low-income housing and you have gentrification in the cities. The poor are stuck in the middle.

Marilyn Cruz-Aponte
Administrative Assistant to
Governor William A. O'Neill
State of Connecticut
Hartford, Connecticut

In 1983, 30% of the Mexican-American population had no health insurance compared to 9% for white non-Hispanics and 12% for the total U.S. population. In addition, approximately 20% of black non-Hispanics, Cuban Americans, and Puerto Ricans were uninsured. (Trevino and Moss, 1983)

In April 1986, 30% of the Hispanic student population ages 16-24 were employed compared to 44% of whites and 22% of blacks. Among non-students ages 16-24, about 75% of Hispanics were employed. The lowest unemployment rate for dropouts was among Hispanics (18%) followed by whites (21%) and blacks (46%). (Bureau of Labor Statistics, 1986)

I don't think that there is a city that doesn't have the first croppings of gentrification. We are going to be removed from the cities. Preservation of us on that land is the critical issue. It's almost like Native Americans fighting to stay on the reservation.

Freida García
Executive Director
United South End Settlements
Boston, Massachusetts

Home ownership is relatively low among Hispanics. In 1980, less than half of Hispanic households lived in homes they owned compared to two-thirds for the non-Hispanic households. (U.S. Bureau of the Census, *Condition of Hispanics*, 1983)

Recommendations

The group developed the following extended list of recommendations for the philanthropic community, the public sector, and the Latino community to encourage these groups to contribute to solutions in the areas of health, housing, and human services.

General

The Private Sector Can:

- Finance the development of creative day-care programs that are held at employment sites as well as in local communities and are culturally relevant. Train Hispanic workers/women who are currently offering informal and formal day care/child care so they are better able to care for Hispanic children. Develop literature and other information sources to assist in evaluating child-care services.
- Finance a major youth leadership development program/movement, such as ASPIRA's, promoting collaboration with agencies such as school systems, chambers of commerce, and churches.
- Fund a conference to bring together representatives of women's organizations to discuss the Hispanic woman, develop an agenda for inclusion of Hispanic women on policy-making boards, and set goals for furthering the social and economic development of the Hispanic woman.
- Fund services which support Hispanic women as they seek further education.
- Finance hotlines that will offer information to Hispanics about emergency services and programs in health, housing, and human services.
- Create linkages with community development projects.
- Provide technical assistance to community development programs.
- Provide technical assistance on proposal writing.

The Public Sector Can:

- Increase the hiring and retention of Hispanic staff members.
- Increase media campaigns with Hispanic role models (both English- and Spanish-language media).
- Confront and change the negative images of Hispanics that media present to young people.
- Develop a holistic approach to a delivery system of services by
  - putting this concept into the organizational statement of purpose;
  - developing a case management approach;
  - networking/referral with other organizations;
  - developing a consortium in education, human services, and housing;
  - developing cooperative agreements between organizations with complementary objectives;
  - increasing representation on boards by having community input and including a service recipient on boards; and
  - urging corporate givers to develop goal setting relevant to Hispanic interests.
- Create corporate/community linkage programs.
- Develop advocacy groups to influence decision makers, including religious leaders, educators, and community leaders.
- Disseminate bilingual information on all aspects of health, housing, and human services, including Hispanic directories and tenants' rights manuals.
- Set up hotlines for emergency information.

Community Organizations Can:

- Increase dialogue between school systems and the community.
- Develop a sense of family responsibility among Hispanic males.
- Support youth leadership development programs.

- Encourage local chambers of commerce to develop regional youth leadership conferences.
- Encourage school systems to initiate youth leadership programs both for bilingual program students and for mainstream students.
- Expand the number of internships with Hispanic community-based organizations.
- Increase and support Hispanic community-based organizations.
- Advocate for change in funding policies with regard to operating/administrative expenses in community-based organizations.
- Encourage schools to remain open after school hours and utilize volunteers to provide services.
- Create committees which act as watchdogs for legislative actions.
- Disseminate information on community services in both English and Spanish.

Health

The Private Sector Can:

- Help create employment opportunities for Hispanics within health organizations.
- Develop equitable health care financing.
- Create health research facilities and think tanks.

The Public Sector Can:

- Provide health education for Hispanic children.
- Develop teenage pregnancy prevention educational videotapes.
- Increase the number of school health clinics.
- Expand community clinics and hospital services.
- Promote active enforcement of laws controlling illegal drug traffic and use.
- Encourage media to cover health issues as they relate to the Latino community and to use their influence to discourage the use of drugs and alcohol.
- Use *novelas* (Spanish soap operas) to educate Latinos to deal with family violence.
- Involve churches and local governments in developing innovative health and human services systems.
- Create drama groups that could travel to different communities to educate and inform students on health and family violence issues.
- Study the impact of pornography on the Hispanic community.
- Develop a program to obtain and analyze young people's attitudes on health issues.
- Provide a holistic family approach to health issues.
- Increase the availability of babysitting and child-care services.
- Encourage media to play a greater and more culturally sensitive role in disseminating information about emergency services available to Hispanic consumers.
- Provide teacher training in health education.

Community Organizations Can:

- Create agencies and advocacy groups for health issues.
- Establish a family-oriented, multidisciplinary approach to health problems.
- Increase the number of health clinics in communities and in schools and expand hospital services.
- Begin sex education at the elementary school level and provide teenagers with information on pregnancy prevention.
- Develop health career awareness.
- Develop community and school education on AIDS.
- Provide positive alternatives to drugs.
- Support free health services for youth.
- Provide peer counseling in health education.

In March 1987, the unemployment rate was 10.2% for Hispanics and 6.8% for non-Hispanics. Mexicans suffered the highest unemployment rate among all Hispanic groups, 11.7%, while the unemployment rate was 11.0% for Puerto Ricans, 7.9% for persons of Central or South American origin, and 5.5% for Cubans. (U.S. Bureau of the Census, 1985)

Hispanics in the work force receive the lowest weekly wages of any major group in the labor market, with Hispanic women reporting the lowest wages. (U.S. Bureau of the Census, *Statistical Abstract of the U.S.*, 1986)

Two out of every five Hispanic children lived in poverty in 1985, the highest poverty rate ever recorded for Hispanic children. This represents nearly 40% (2.6 million) of all Hispanic children under age 18. (Center on Budget and Policy Priorities, 1986)

- Disseminate information on model programs for community health education.
- Encourage doctors to provide directions for prescriptions in Spanish.
- Support national health insurance.
- Develop collaborative efforts among all health groups: health practitioners, the community, and educators.

In March 1987, there were 4.4 million Hispanic families in the United States: 71% were married-couple families; 23% were families maintained by women with no husband present. By Hispanic group, 18% of Cuban families, 19% of Mexican, 26% of Central or South American, and 43% of Puerto Rican families were maintained by women with no husband present. (U.S. Bureau of the Census, August 1987)

The majority of our families are female-headed. Our future as a community is vested in the hands of females.

Carmelo Iglesias
Executive Director
Casa del Sol
Boston, Massachusetts

While 10% of the nation's children are Hispanic, they constitute 20% of the nation's poor child population. (National Association of Latino Elected and Appointed Officials, 1987)

Housing

The Private Sector Can:

- Increase support for homeless shelters.
- Fund the development of management companies and individuals to maintain buildings.
- Fund community housing information workshops.
- Provide financial assistance to allow community groups to buy abandoned buildings.
- Promote the expansion of organizations involved in housing development.

The Public Sector Can:

- Review and analyze community housing legislation that may affect Hispanic families.
- Hold housing information workshops in the community.
- Conduct seminars or conferences on the steps involved in purchasing a house.
- Train people to become housing managers using local colleges as resources and training facilities.
- Increase support for shelters for homeless Hispanic women and children.
- Create local and regional housing planning associations and recruit and train Hispanics to work with those groups.
- Increase Hispanic representation on existing housing boards and organizations, and on zoning and planning commissions.
- Set aside a percentage of square footage for low-income housing.
- Increase the use of media to publicize availability of low-interest loans.
- Use university students to look at long-range housing plans by region and assist in developing long-range plans.
- Use university students to counsel tenants who are being evicted.
- Develop a national concerted effort to increase affordable housing.

Community Organizations Can:

- Identify model housing development programs.
- Hold housing information workshops in the community.
- Educate communities on purchasing housing, including conferences and developing proposals to obtain funding for technical assistance.
- Support a legislative agenda to establish housing as a basic human right and to secure low-income housing.
- Acquire abandoned property, individually or as a group, that can be developed as low-income housing.
- Encourage local governments to condemn slumlord real estate.
- Create regional planning associations and increase Hispanic representation on state and local zoning, planning, and community organization boards.
- Support tenants' rights by providing technical assistance and training, writing how-to manuals, and educating the media.
- Sensitize non-Hispanics working in housing to the particular needs of Hispanics.
- Encourage corporations to support low-income housing.
- Increase community support for homeless shelters.

- Recruit and train volunteers for housing planning committees.

Human Services

The Private Sector Can:

- Fund the development of advocacy programs in foster care, using the Puerto Rican Association for Community Affairs of New York as a model.
- Fund the development of a creative community education program on foster care and increase the number of Hispanic foster homes.
- Fund videotape/dramatic productions or programs targeted to address issues related to women, such as domestic violence.

The Public Sector Can:

- Increase funding for training police to deal with domestic violence.
- Provide training for community members to become child-care providers.
- Create state policies on child care that focus on Hispanics.
- Increase Hispanic representation on the Children's Defense Fund.
- Have the state government, municipal government, and the Hispanic community assess the problems with foster care and adoption and give Hispanic agencies licensing powers in this area.

Community Organizations Can:

- Promote the creation of additional Head Start programs.

One out of every 15 Hispanics who worked full-time, year-round was poor in 1985, as opposed to only one of every 40 whites (non-Hispanic) and one of every 22 blacks. (Center on Budget and Policy Priorities, 1986)

Community Economic Development and Political Participation

Without economic development there is no political power. However, it's a Catch-22 because without political power, there is no economic development.

Margarita Rodríguez
Policy Aide
Office of the Lieutenant Governor
State of Rhode Island
Providence, Rhode Island

In the 1980 Presidential election, 36% of Hispanics 18 years old and over reported that they had registered; only 30% voted. In each election, the voter registration and participation rates were lower for Hispanics than for non-Hispanics. The substantially lower rates for Hispanics are partly the result of the relatively higher and growing proportion of foreign born among Hispanics. (U.S. Bureau of the Census, *Condition of Hispanics*, 1983)

Summary of Discussion

Participants in this session focused on three areas of concern: political education and empowerment, economic development, and community development. There was consensus from the outset, however, that the inherent interrelation between these areas requires comprehensive solutions. Thus, improving the condition of Latinos must not be viewed as dependent on the solution of one isolated set of problems but should be approached in an integrated manner. In each of the three areas—political education and empowerment, economic development, and community development—participants indicated that Latinos must increase their skill levels, access to jobs and leadership positions, mechanisms of collaboration, and access to information.

Political Education and Empowerment

Increasing the participation of Latinos in political office was considered essential for the advancement of Hispanic communities in the Northeast. Participants discussed major limitations to attaining political positions: (1) financial resources, (2) low numbers of voting Hispanics, and (3) insufficient leadership development mechanisms.

1. Financial Resources

The lack of financial resources to market candidates and to cover the costs of their political campaigns was mentioned as a major drawback which can be improved by:

- developing a network of Hispanic professionals to provide *pro bono* support in such areas as law and public relations for Latinos running for office,
- establishing a network to raise money for viable Latino candidates throughout the Northeast (including support from within and outside of the Hispanic community),
- developing the fund-raising skills of present and future Latino leaders, and
- creating Hispanic political action committees.

One participant noted that in Massachusetts the Republican Party is increasing the participation of Hispanic candidates by contributing $5,000 to their campaigns. This strategy was noted as one of enlightened self-interest by which the number of Republicans among Latinos could be increased in a largely Democratic state.

2. Hispanic Voters

Increasing the number of Hispanic voters, the participants agreed, requires effective political education to promote awareness of the importance of participating in the political process and, thereby, gaining power in the political arena. Organizations that can provide training in this area should be supported; moreover, their accessibility to relevant data on voting patterns, political trends, political organizations, and federal, state, and local budgets should be improved.

Several strategies to increase the number of Hispanic voters were discussed. Expanding the success of existing voter registration drives, such as those conducted by the Southwest Voter Registration and Education Project, to other regions of the country would greatly increase the number of Hispanic voters. Further increases in Hispanic presence at the polls would occur if mechanisms were established to simplify registration and voting procedures (lifetime registration, mail registration, local registration facilities), and to develop local networks to provide clear and concise information on schedules and voting procedures. It was agreed that Hispanics' knowledge and awareness of the political process and of the benefits of political participation could be increased through a variety of training sessions. Research on Latino political trends and patterns was considered essential to candidates as well as to the Hispanic community.

Participants noted that politically empowering Hispanic voters involves developing their skills in expressing their needs to public policy makers and holding public officials responsible for their actions—or lack of actions—on issues of importance to Latinos. Formulating political agendas to address broad societal issues and establishing coalitions with other groups with

similar concerns would strengthen Latino efforts to affect change and improve their capacity to lobby effectively.

3. Leadership Development

Development of leaders in the Latino community was discussed on several occasions during the session. Participants noted that numerous resources are available to promote the emergence of Latino leaders: organizations such as the Congressional Hispanic Caucus, National Association of Latino Elected Officials, and ASPIRA; a growing number of Hispanic elected and appointed officials and their staffs; and a cadre of experienced community and national leaders. Building on these strengths, programs to train Latino leaders should include a support system for Hispanics interested in politics (for example, an *Aspirante* model for future political leaders) and a method for developing skills in structuring a cohesive Hispanic legislative agenda to meet the needs of the community.

There was consensus on the importance of maintaining an ongoing mechanism for bringing people together to plan and coordinate strategies to meet the needs of the Hispanic community in the region.

Economic Development

The discussion on economic issues focused on: (1) job creation and (2) the development of local communities.

1. Job Creation

There was clear agreement that hiring Latinos at all employment levels should be encouraged and promoted. The private sector was identified as an important source of additional jobs and as a potential beneficiary of the bicultural and bilingual skills of Hispanics. Particular emphasis was placed on increasing the representation of Latinos in policy-making bodies of foundations and corporations.

To increase access to private sector jobs, numerous strategies were discussed. Identifying future employment trends in the private sector and designing programs to prepare Hispanics for these positions would ease Hispanic entry into these jobs. Advocating that corporate America give increased attention to Latinos because of demographic changes, increased buying power, and the benefits of bilingual/bicultural personnel was also viewed as a tool for opening corporate employment doors. Creating corporate mentorship programs to train Hispanics for middle-level management positions in corporations and developing networks with Latinos employed in the private sector would also provide a support system for Latinos moving into the corporate world.

2. Developing Local Communities

The employment possibilities within local communities could be enhanced by developing infrastructures and training programs that facilitate preserving and reinvesting existing capital resources within local communities (the enclave system). Other community employment strategies mentioned include:

- familiarizing Latinos with capital incentive plans and working with the local government to ensure Hispanic participation in these plans;
- developing entrepreneurial skills training programs;
- training Latinos to effectively use media and technology to advertise products, promote enterprises, and serve as management tools;
- promoting for-profit branches of existing community-based organizations as a means to increase the independence of community agencies;
- developing and supporting small business enterprises through partnerships with corporations which could provide mentoring opportunities, access to capital, training in fiscal management techniques, and credit consultation;
- identifying funding and venture capital sources;
- disseminating information on successful models of small business development;
- disseminating information on opportunities to provide services to the private sector;

In 1982, there were 248,141 Hispanic-owned firms with $15 billion in receipts. (U.S. Bureau of the Census, Sept. 1986)

The assumption of noncitizenship for Latinos is overstated. Demographically, three-quarters of non-Puerto Rican Hispanics in the Northeast are U.S. citizens.

Yohel Camayd-Freixas, Ph.D.
Hispanic Chairman
Massachusetts Legislative Commission on Hispanic Affairs
Boston, Massachusetts

- developing day-care services as a source of jobs which would also allow Latino women to seek employment;
- strengthening community agencies through corporate in-kind contributions and executive-on-loan programs.

Job-related benefits such as day care and health care were considered vital, as was ensuring a minimum wage.

The need for think-tank activities was again discussed by the group as a necessary tool for long-range planning and network development.

Community Development

The changing nature of Hispanic communities in the Northeast was mentioned as an issue which should be analyzed and understood. Available data suggest that Puerto Ricans have been emigrating from New York to Connecticut, New Jersey, and Puerto Rico. At the same time, large groups of Dominicans and Central and South Americans are migrating to the Northeast. Political refugees have a set of particular needs that are partially addressed by groups involved in the Sanctuary Movement. Participants indicated that the Latino agenda must be broad-based to include these new groups. Discriminatory immigration policy was identified as an issue requiring attention. In addition, the group observed that while people often assumed that non-Puerto Rican Hispanics are not U.S. citizens, available data appear to suggest that a large percentage of them *are* citizens.

The unresponsiveness of some local United Way agencies, particularly in New York City, was discussed at length. In animated exchange, participants expressed their dissatisfaction with the funds allocated to Hispanic organizations through United Way. Participants suggested several strategies to promote proportional resource allocation. Increasing Latino representation on local United Way resource allocation and priority determination committees was considered essential. Collecting data and disseminating information on United Way's patterns of resource allocation would help community-based organizations identify areas of particular difficulty.

The group agreed on the importance of working with United Way and other funders to ensure that resources allocated to traditional non-Hispanic organizations are providing services to Hispanics in proportion to their representation in the local population. Meeting with United Way representatives to exchange ideas and express concerns would facilitate this process. In addition, corporations, foundations, and Hispanic contributors should be encouraged to support the funding of Latino agencies.

Noting the recent deaths of several well-known community leaders and the transfer of agency directors to other jobs providing professional advancement, participants agreed that planning for leadership succession and continuity is vital. Staff training and leadership development programs for middle-level managers and other employees of community agencies could help ensure the availability of new leaders. Skill development should focus on communication, marketing, and fund raising.

Observing once again that bringing together diverse groups of Latinos does not happen very often, the need for a continuous convening mechanism was expressed. Such meetings promote communication and collaboration, allow for a more comprehensive understanding of the issues facing Hispanics, and facilitate joint planning and strategy development.

Recommendations

The following list of recommendations was developed by the group participants.

Political Education and Empowerment

The Private Sector Can:

- Finance existing institutions to conduct voter registration and participation drives.
- Support political education and leadership training workshops.

Seventeen percent of Hispanic married couples are poor, and 53.1% of Hispanic female-headed families are poor. (Center on Budget and Policy Priorities, 1986)

People who do not have a job are very severely handicapped in terms of any other aspect of collective activity.

Frank Bonilla, Ph.D.
Director
Centro de Estudios Puertorriqueños
Hunter College
New York City

In 1985, the number of Hispanics in poverty reached 5.2 million (29%), the largest number ever recorded for Hispanics. (Center on Budget and Policy Priorities, 1986)

- Create a local/national think tank to plan and coordinate strategies to meet the needs of the Hispanic community.
- Provide equipment and technical assistance to upgrade the communication of information and the management of existing agencies.

The Public Sector Can:

- Establish a clearinghouse for data on the following: federal, state, and local structures, budgets, and local political organizations; demographic information; voting patterns; available research on political trends and patterns; successful political empowerment models; and federal, state, and local boards and commissions.
- Develop a local information network to ensure that Hispanics receive clear and concise voting information (e.g., schedules, timelines, voting procedures, and lists of local elected officials and their function within the legislature).

Community Organizations Can:

- Train future leaders in fund-raising techniques to obtain financial support from outside the local community.
- Conduct voter registration and participation drives.
- Establish mechanisms to promote desired changes in registration and voting procedures to increase political participation (lifetime registration, mail registration, local registration centers, election day registration facilities).
- Assist existing institutions to develop political agendas and strategies that, without excluding Hispanic concerns, address broader societal issues.
- Develop coalitions with other minority groups, women's groups, and mainstream organizations and individuals that share Latino concerns.
- Develop a network of Hispanic professionals to provide *pro bono* legal support for Hispanics running for office.
- Maintain a lobbyist to represent Hispanic interests in each of the state legislatures.
- Create Hispanic political action committees.
- Establish a network of support to raise funds for viable Hispanic candidates throughout the Northeast.
- Establish procedures to ensure that corporate financial support intended for the Hispanic community is, in fact, benefiting those communities.
- Establish linkages between Hispanic agencies and the major political parties to provide information to the community.
- Conduct research on Hispanic political trends and patterns.
- Use the financial resources of Hispanic professionals and entrepreneurs to support activities that increase Latino political representation.
- Use the experience and support of Hispanics presently assigned to the staffs of elected officials.
- Conduct training sessions to increase understanding of the political process, including the functions and procedures of the state legislatures, to hold officials accountable and make community needs known.
- Train Hispanics to manage and participate in political campaigns so they can participate at all levels of government.
- Train Hispanics in the use of technology and media in political campaigns.
- Train Hispanics to establish and maintain ongoing relationships with elected officials.
- Prepare Hispanic youth to train other members of the community.
- Establish a support system for Hispanics interested in politics (an *Aspirante* model for future political leaders).

The issue of discriminatory refugee policies that this country has needs to be laid out. If people that are running away from persecution in their countries are from Latin America, they are not welcome.

Olga Escobar
Assistant Coordinator for Human Resources
Rhode Island State Department of Human Resources
Cranston, Rhode Island

Corporations are going to be looking at us as a young, influential group who is going to have a lot of political clout in the future.

Rita Di Martino
Chairperson of the Board of Directors
National Council of La Raza
New York City

The 20 million Hispanics in the United States represent the fifth largest Hispanic population in the world, with more buying power than all 73 million people in Mexico. (U.S. Hispanic Chamber of Commerce, 1986)

Economic Development

The Private Sector Can:

- Become aware of the importance of demographic changes, the buying power of the Hispanic community, and the potential contribution of bilingual/bicultural personnel.
- Develop joint programs with nonprofit organizations designed to provide small businesses with access to capital, training in fiscal management techniques, and credit consultation and advisement.
- Recruit Hispanic employees.
- Develop employer-supported training programs for workers reentering the work force.
- Serve on the boards of directors of Hispanic organizations.
- Reinvest capital earned from sales in the Hispanic community.
- Provide in-kind services using new technology to support the efforts of nonprofit organizations.
- Provide corporate internships for Hispanics.
- Provide executives-on-loan to strengthen the economic development efforts of community development agencies.
- Expand the number and quality of services purchased from Hispanic vendors.
- Establish funding of Hispanic initiatives as a priority area.
- Fund a think tank to work with corporations in the following areas:
  - ranking of needs and resources by priority,
  - planning long-range strategies,
  - identifying employment and training needs, and
  - promoting and disseminating information on successful models of economic development.
- Disseminate information regarding opportunities for Latinos to provide services and products to large corporations.
- Sponsor economic development and training workshops.
- Create mentorship programs to train Hispanics for management positions in corporations.

The Public Sector Can:

- Recruit Hispanic employees.
- Establish mechanisms to facilitate dissemination of successful models of economic development across various local communities.
- Disseminate information about funding sources, venture capital sources, and new areas of economic opportunity.
- Support the efforts of Hispanic organizations to strengthen the public education system.
- Support efforts to continue and monitor Equal Employment Opportunity programs.

Community Organizations Can:

- Train Hispanics to effectively use the media and new technology to advertise products, promote enterprises, and serve as management tools.
- Identify Hispanics presently employed in private corporations and foundations and make the information available to local community members.
- Establish a dialogue between Hispanic corporate employees, nonprofit service agency personnel, and community leaders to promote cooperation and mutual support.
- Develop entrepreneurial skills training programs, focusing on future employment trends in the private sector and possible transference of skills.
- Create training and support programs to facilitate the entry of Hispanic women into the work force.
- Familiarize Hispanics with capital incentive plans and work with local governments to ensure Hispanic participation in these ventures.
- Establish training programs for small business owners, community members, and others to

promote capital formation and preservation of financial resources within local communities.

- Develop infrastructures that facilitate preserving and reinvesting existing capital resources within local communities (the enclave system).
- Create for-profit organizations affiliated with existing community-based social service agencies.
- Develop joint programs with private corporations designed to provide small businesses with access to capital, financial management techniques, and credit consultation and advisement.
- Promote collaboration and joint ventures with non-Hispanic organizations and business enterprises.
- Provide corporations with a list of potential Hispanic business partners (i.e., vendors for corporations).
- Educate Hispanic workers regarding existing laws that preserve wages, employment, and working conditions, etc.
- Educate Hispanic workers to obtain the support of unions to ensure minimum wages, health care, and other employee benefits of great importance to Hispanics.
- Encourage private sector initiatives that result in greater numbers of positions available in Hispanic communities.
- Use the financial and technical support of national and local Hispanic chambers of commerce.
- Establish a mentorship program to assist new Hispanic businesses over an initial three-year period.

Community Development

The Private Sector Can:

- Develop collaborative partnerships with community organizations to ensure that the private sector's financial contributions reach the Hispanic community in an efficient and cost-effective fashion.
- Provide financial support to strengthen the infrastructure of community-based organizations.
- Create a think tank to establish a set of priorities for the Northeast, facilitate dialogue among the various Hispanic subgroups and with corporate representatives, facilitate long-range planning, and coordinate development activities.
- Support the establishment of a clearinghouse to identify successful community development models and make them available to local communities.
- Provide financial support for training middle-level managers in community-based organizations.
- Provide financial support to conduct ongoing staff training and ensure leadership continuity in community-based organizations.
- Fund a training program to familiarize the leaders of Hispanic agencies with new corporate funding procedures, marketing services techniques, and fund-raising techniques.
- Provide corporate support for increased Hispanic representation on United Way's working committees.
- Work with community-based organizations to ensure that resources allocated to traditional non-Hispanic organizations are providing proportional services to the Hispanic community.
- Identify nontraditional ways of contributing to the economic development of the Hispanic community (i.e., investment support for small- and medium-sized businesses).

We don't have representatives on boards of corporations. Not that we don't have qualified people, but corporations have never gone out and really looked at what we have.

Magdalena Torres
Communications Consultant
New York City

Despite the economic difficulties of many, Hispanics constituted a $70 billion market in 1983. (Hispanic Policy Development Project, 1984)

In facing the escalating cost of being a political candidate, besides finding ways to raise funds we need to be part of whatever move is under way to make the process more democratic, less dependent on the privileges of having money.

Frank Bonilla, Ph.D.
Director
Centro de Estudios Puertorriqueños
Hunter College
New York City

The Public Sector Can:

- Facilitate the gathering of Hispanic agency representatives for strategic development and planning, priority development, and collaborative ventures with the private sector.
- Establish regional centers for documentation and dissemination of information on important issues and successful community programs to local communities.
- Identify corporations that support the Hispanic community and make this information widely available.

Community Organizations Can:

- Develop training programs for middle-level managers working in community organizations.
- Create leadership training and development programs to ensure leadership continuity and enhance the skills of staff members working in community agencies.
- Train the staffs of community-based organizations in communication skills, marketing skills, and the procedures of foundations and corporations.
- Establish collaborative partnerships with corporations to ensure that the private sector's financial contributions reach the Hispanic community in an efficient and cost-effective fashion.
- Promote collaboration and mutual support among agencies representing the various Hispanic subgroups.
- Identify the area of expertise of local service organizations and provide this information to other local agencies.
- Establish an ongoing dialogue between Hispanic leaders and corporate representatives to exchange information, identify demographic and economic trends, and develop joint efforts.
- Support a regional meeting of Hispanic leaders and United Way representatives to exchange information and ideas, and identify areas in need of additional support, in order to increase the number of Hispanic organizations participating in the United Way program.
- Encourage public and private sector Hispanic employees to participate in the United Way program and to insist that Hispanic organizations be included in the program.
- Work with corporations to ensure that resources allocated to traditional non-Hispanic organizations are providing proportional services to the Hispanic community.
- Work with corporations to identify nontraditional ways of contributing to the economic development of the Hispanic community (i.e., investment support for small- and medium-sized businesses).

THE SURVEY

Survey Methodology

Following the two-day conference of Latino leaders, a survey instrument was prepared to obtain the views of a broader group of leaders on the needs of Hispanics in the Northeast. The survey instrument (see Appendix I) consisted of a listing of needs in six categories and a few questions to define the profession, state, and national origin of the respondent's reference population. An initial list of Latino leaders was developed by the ASPIRA staff and was expanded with the help of conference participants to nearly 450. Because of the manner in which the list of survey participants was derived, the sample of leaders is nonprobabilistic; thus, no statistical inference can be made that the results of the survey are representative of the entire population of leaders in the Northeast. However, the use of different methods to gather information about Hispanic needs (reviewing existing publications, the two-day conference, and the survey) increases the degree to which the findings are representative of Latino leaders in the Northeast.

A total of 432 survey instruments were mailed out and eight were undeliverable. With an adjusted sample size of 424, response rates are as follows:

	Mailed out	Returned	
	Number	Number	Percent
Connecticut	38	26	68
Massachusetts	168	102	61
New Jersey	50	31	62
New York	143	72	50
Rhode Island	24	18	75
Vermont	1	0	0
Total	424	249	59

Overall return rate: 59 percent

As the above figures show, responses were received from only five of the eight states. Leaders in Maine and New Hampshire were not identified. Hispanics in these two states and Vermont appear not to be organized into identifiable communities, although there is evidence that their population is growing, perhaps aided by the Sanctuary Movement in the region.

The list of needs derived by the conference participants that formed the bulk of the survey instrument was divided into six areas. The division was an arbitrary one devised as a mechanism for helping organize a complex reality. The interrelatedness of the categories is evident and was confirmed by the discussions that took place during the conference.

Survey respondents were requested to select the five most pressing needs for each of the six areas. The orders of priority for each area, as determined by the total number of respondents indicating a particular item, appear in Tables I through VI.

An examination of all the needs identified by the leaders who attended the conference reveals three common themes: **representation, responsiveness,** and **empowerment**. Representation needs include those relating to *increasing* access to resources (housing, leadership positions, health services, education) as well as *decreasing* the prevalence of social ills (teenage pregnancy, substance abuse, unemployment). Needs related to responsiveness focus on improvement of exernal societal conditions that affect Hispanics, such as combatting discrimination, improving service delivery, increasing visibility, and promoting a positive image. The empowerment category encompasses needs related to the internal conditions of Latinos and their communities, such as developing skills, promoting awareness, collecting and disseminating information, and increasing involvement of the community.

TABLE I
Political Education and Empowerment Needs

Priority

1 Increase the representation of Hispanics in elected and appointed offices.

2 Increase the number of Hispanic voters.

3 Increase the Hispanic community's understanding of the political process at national, state, and local levels.

4 Increase the responsiveness of public officials to meeting the needs of Hispanics.

5 Promote Hispanic awareness of the benefits of participating at all levels of government.

6 Establish coalitions between groups that share Hispanic concerns.

7 Increase the number of Hispanics able to effectively manage and conduct political campaigns.

8 Promote research and dissemination of information on Hispanic voting patterns, elected officials, political organizations, and political empowerment models.

9 Increase Hispanic political fund-raising capability.

TABLE II
Education and Training Needs

Priority

1 Increase Hispanic school attendance and reduce drop-out rates.

2 Increase Hispanic representation in administrative and policy-making positions at all levels of the educational system; i.e., superintendents, school boards, etc.

3 Promote parental involvement in their children's education.

4 Promote quality training programs providing skills that lead to employability for youth and adults with limited English proficiency.

5 Increase access of Hispanics to teaching positions at all levels of the educational system.

6 Provide students with limited English proficiency with an education that promotes academic achievement.

7 Promote entry of Hispanics into nontraditional academic disciplines, technology, and emerging fields.

8 Increase the financial accessibility of education to Hispanic students.

9 Increase the visibility of and access to Hispanic achievers as role models.

10 Provide English literacy for adults and out-of-school youth of limited English proficiency.

11 Improve the image of Hispanics as portrayed in the media.

12 Promote teacher certification programs that include the understanding of language learning theory and the cultures of the diverse students in their schools.

13 Promote the maintenance of the native languages of non-English speakers as a national asset.

14 Collect and disseminate reliable data to document the educational characteristics and needs of Hispanics.

15 Curb cutbacks in educational programs at the federal and local levels.

16 Promote the development and implementation of culturally sensitive and diverse measures of educational placement and achievement, especially for those of limited English proficiency.

17 Promote the development and use of appropriate diagnostic and placement instruments for Hispanics with special education needs.

TABLE III
Housing Needs

Priority

1. Increase Hispanic representation on housing policy-making bodies; i.e., planning, zoning, and housing boards.
2. Increase quality housing for low-income Hispanics.
3. Increase local and state lobbying efforts for better housing for Hispanics.
4. Disseminate information to the Hispanic community on housing development, tenants' rights, and maintenance and restoration of property.
5. Increase the Hispanic community's awareness of and involvement in long-range housing plans of government and business.
6. Provide technical assistance and counseling for housing purchase and rent.
7. Combat discrimination against Hispanics in housing.
8. Establish coalitions to advocate on behalf of Hispanic housing issues.
9. Increase mix of residents from different income groups within neighborhoods.
10. Increase public awareness of displaced Hispanics in our cities.
11. Establish bilingual hot-lines.
12. Gather data on residents of low-income housing.

TABLE IV
Health Needs

Priority

1. Improve the delivery of health care in the Hispanic community for all age groups, from prenatal care to gerontology.
2. Reduce substance abuse and alcoholism among Hispanics.
3. Reduce Hispanic teenage pregnancy.
4. Increase the number of Spanish/English bilingual health practitioners; i.e., doctors, nurses, etc.
5. Provide financial aid and career guidance to Hispanic students wishing to pursue careers in the health professions.
6. Improve the financing of quality health-care services to make it accessible to Hispanics of all income groups.
7. Develop Hispanic leadership in the health field.
8. Increase and improve the delivery of services in the area of mental health.
9. Increase Hispanic staff in health organizations.
10. Initiate research and generate reliable data on the health needs of Hispanics.
11. Disseminate information on disease prevention and early intervention (for AIDS, tuberculosis, cancer, etc.).
12. Increase the awareness and sensitivity of health and law enforcement professionals regarding health problems and needs of Hispanics.
13. Establish coalitions between groups to advocate on behalf of Hispanic health issues.
14. Establish bilingual hot-lines.

TABLE V
Human Service Needs

Priority

1. Increase affordable day care.
2. Promote the development of Hispanic leadership.
3. Increase Hispanics' knowledge and awareness of available services.
4. Increase Hispanic staff in human service organizations.
5. Promote collaboration among human service agencies delivering services to Hispanics.
6. Increase the delivery of services in the areas of child abuse and domestic violence.
7. Promote training for welfare recipients.
8. Improve foster care and adoption services.
9. Establish coalitions to advocate on behalf of Hispanic human service issues.
10. Improve emergency needs delivery systems in food, shelter, and crisis oriented services.
11. Increase volunteerism among Hispanics.
12. Improve services for migrant workers and their families.
13. Promote affordable public transportation.
14. Increase hot-lines available to Hispanics.

TABLE VI
Community and Economic Development Needs

Priority

1. Increase the availability of training and support programs to facilitate the entry of Hispanic women, youth, and unemployed persons into the workforce.
2. Reduce Hispanic unemployment.
3. Increase the number of Hispanics in corporations and foundations, particularly at the managerial and policy-making levels.
4. Promote capital formation and the preservation of financial resources within local communities.
5. Promote collaboration and joint ventures between Hispanic and non-Hispanic organizations, businesses, and corporations.
6. Promote the development of Hispanic entrepreneurial skills.
7. Ensure the economic stability and growth of Hispanic community-based organizations and social service agencies.
8. Promote development of leadership skills among Hispanic youth.
9. Increase the number of Hispanics with skills in advertising, product promotion, and management.
10. Bring together representatives of Hispanic agencies for determining priorities, developing strategies, and planning.
11. Promote dissemination of successful small business development initiatives.
12. Improve working conditions for Hispanics.
13. Ensure leadership continuity in community organizations.
14. Promote collaboration and mutual support among agencies representing the various Hispanic subgroups.
15. Document and disseminate information on successful community programs.

Needs by Geographic Area

An objective of the survey was to obtain information on the differences and similarities of needs by state, profession or employment, and national origin group. Table VII presents the order of the first five priorities for each of the areas by state. The letters correspond to the item (need) under each area as they appear in the survey instrument (Appendix I).

In Table VII, a large degree of similarity is evident in the needs of most respondents selected, irrespective of their state of residence. The largest degree of similarity in responses occurred between respondents from the states of Massachusetts and Connecticut. The top five priorities tended to be the same for all states with a few variations. These variations include:

Political Education and Empowerment

- For respondents from New Jersey, (d)—"increase the number of Hispanics able to effectively manage and conduct political campaigns"—was a significantly higher priority than for other states.

Housing

- A larger proportion of leaders from Connecticut and New York than those of other states selected (i)—"increase the Hispanic community's awareness of and involvement in long-range housing plans of government and business"—as a higher priority.

Health

- Responses from Rhode Island showed the greatest variation from those of other states. The majority of Rhode Island respondents selected (j)—"increase the awareness and sensitivity of health and law enforcement professionals regarding health problems and needs of Hispanics"—as a priority. The more recent development of the Latino community in Rhode Island, when compared to the other states, could account for this difference. Leaders could be perceiving that the primary need is for people to recognize the presence of a group with different needs.
- Proportionately more leaders from New Jersey than from other states selected (k)—"improve the financing of quality health-care services to make it accessible to Hispanics of all income groups."

Community and Economic Development

- Proportionately more leaders from Massachusetts indicated (j)—"ensure the economic stability and growth of Hispanic community-based organizations and social service agencies"—as a priority.
- A greater proportion of respondents from New Jersey selected (d)—"promote the development of Hispanic entrepreneurial skills."

Responses from Rhode Island leaders tended to be the most different when compared to the other states in the Northeast. Possible reasons for this include the more recent development of the Latino population of Rhode Island and the relatively small number of respondents from that state.

Except for Massachusetts, comparisons within states were difficult to undertake because of the low number of responses or because of their concentration within a particular area, usually a major city (for example, New York City). A broader sample for Massachusetts permitted the regional comparisons that appear in Table VIII.

Responses in the areas of health, human services, political education and empowerment, and education and training seem similar. In the area of housing, the first priority for Western and Central Massachusetts—(l) "increase local and state lobbying efforts for better housing"—did not appear among the first five priorities for the Boston area. Moreover, (e)—"combat discrimination against Hispanics in housing"—was a much higher priority for Central and Western Massachusetts. The nature of these responses could reflect a more critical situation of housing needs for the central and western sections of the state. Priority community and economic development needs selected by Central and Western Massachusetts leaders included (o)—"promote development of leadership skills among Hispanic youth."

TABLE VII
Needs by State *

Priority	Total n=249	Conn. n=26	Mass. n=102	New Jersey n=31	New York n=72	Rhode Island n=18
			Political Education and Empowerment			
1	c	c	c	c	c	e
2	g	a	g	g	g	c
3	a	g	a	d	a	a
4	e	e	e	e	e	g
5	b	b	b	a	b	h
			Education and Training			
1	a	d	a	a	a	a
2	d	a	d	d	d	e
3	e	e	e	e	e	d
4	m	m	m	c	m	c
5	c	g	g	h	h	f,i,o
			Housing			
1	c	a	c	a	c	a
2	a	c	a	c	l	d
3	l	i	l	l	a	c
4	d	l	d	b	i	l
5	i	b	b	d	d	e
			Health			
1	e	a	a	b	e	j
2	b	b	e	e	b	n
3	a	e	b	k	a	b
4	n	n	n	n	n	e
5	d	d	d	i,d	k	c,h
			Human Services			
1	b	b	b	b	b	b
2	e	j	e	l	e	m
3	l	e	m	d	l	a
4	m	d	d	e	a	l
5	a,d	a	g,i,l	m	c,d	e
			Community and Economic Development			
1	c	c	c	c	c	c
2	h	h	h	a	a	f
3	e	e	j	d	e	e
4	a	a	a	e	f	h
5	f	g,o	f	h	h,j	j

*The letters refer to the needs as they appear in the survey instrument (See Appendix I).

TABLE VIII
Needs for Massachusetts

Priority Needs	Total n=249	Massachusetts n=102	Boston Area[1] n=44	Central and Western Mass.[2] n=42
		Political Education and Empowerment		
1	c	c	c	c
2	g	g	a	g
3	a	a	g	e
4	e	e	h	b
5	b	b	e	a
		Education and Training		
1	a	a	d	a
2	d	d	a	d
3	e	e	e	e
4	m	m	m	m
5	c	g	f	o,h
		Housing		
1	c	c	c	l
2	a	a	a	a
3	l	l	b	c
4	d	d	d	e
5	i	b	i	i
		Health		
1	e	a	e	n
2	b	e	a	d
3	a	b	b	a
4	n	n	d	b
5	d	d	i	e
		Human Services		
1	b	b	b	b
2	e	e	d	e
3	l	m	e	m
4	m	d	g	j
5	a,d	g,i,l	i,m	d
		Community and Economic Development		
1	c	c	a	c
2	h	h	h	h
3	e	j	c	j
4	a	a,f	d	o
5	f	d	f	d,f

[1]Boston Area: Boston, Cambridge, Chelsea, Jamaica Plain, Roxbury
[2]Central and Western Massachusetts: Amherst, Holyoke, Springfield, Worcester, Framingham

Needs by Employment

To assess the differences of opinion of persons from different professional backgrounds and areas of expertise, the survey instrument requested information on the type of organization in which the respondent was employed. The three major areas of employment were government, community-based and nonprofit organizations, and educational institutions. As Table IX demonstrates, the responses of the three groups were quite similar. Some variations were evident:

Political Education and Empowerment

- Leaders from community-based organizations and nonprofits selected (h)—"establish coalitions between groups that share Hispanic concerns"—as a higher priority.

Education and Training

- A greater proportion of leaders from community-based and nonprofit organizations selected (g)—"provide students with limited English proficiency with an education that promotes academic achievement"—and (l)—"provide English literacy for adults and out-of-school youth of limited English proficiency."

Health

- More leaders from government and education institutions chose (k)—"improve the financing of quality health-care services to make it accessible to Hispanics of all income groups."

Human Services

- Respondents employed by the government indicated (j)—"promote training for welfare recipients"—as a higher priority.

Community and Economic Development

- A greater proportion of leaders working with community-based and nonprofit organizations indicated as a priority (j)—"ensure the economic stability and growth of Hispanic community-based organizations and social service agencies."

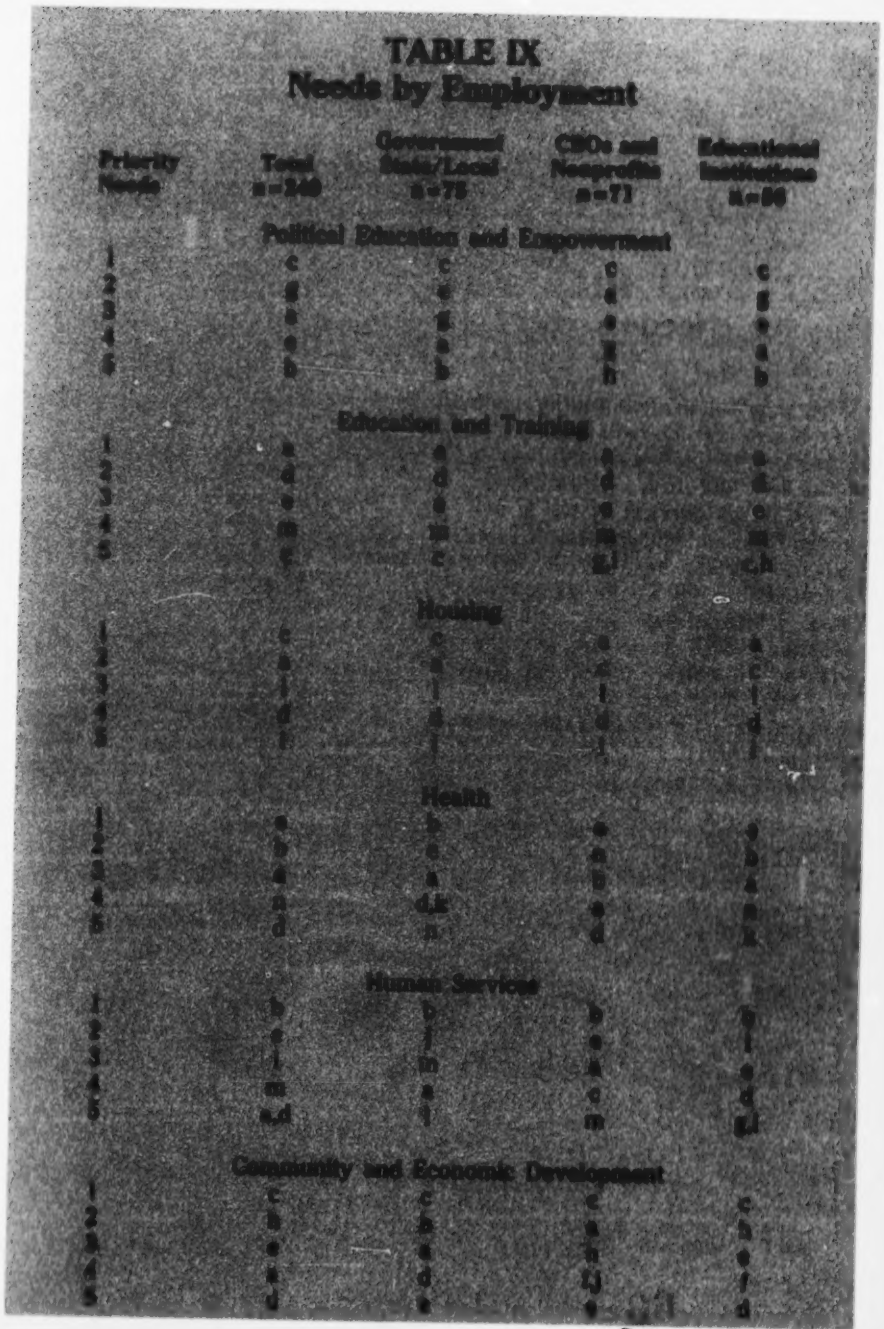

TABLE IX
Needs by Employment

Priority Needs	Total n=240	Government State/Local n=75	CBOs and Nonprofits n=71	Educational Institutions n=86
Political Education and Empowerment				
1	c	c	c	c
2	g	e	g	g
3	e	g	e	e
4	a	a	a	a
5	b	b	h	b
Education and Training				
1	a	a	a	a
2	d	d	d	d
3	e	e	e	e
4	m	m	m	m
5	g	c	g,l	c,h
Housing				
1	c	c	c	c
2	a	a	a	a
3	l	l	l	l
4	d	d	d	d
5	f	f	f	f
Health				
1	e	b	e	e
2	b	c	a	b
3	a	a	g	a
4	n	d,k	e	m
5	d	n	d	k
Human Services				
1	b	b	b	b
2	j	j	e	j
3	l	m	k	e
4	m	e	c	d
5	e,d	l	m	g,l
Community and Economic Development				
1	c	c	c	c
2	b	b	a	h
3	e	a	n	e
4	a	d	d	l
5	d	e	g	d

Overall Priority Needs

After selecting the five priority needs in each area, respondents were asked to indicate the top five overall priority needs, selecting from all categories. The ten needs selected by the largest number of respondents appear in Table X as the Overall Priority Needs, and in Tables XI through XV for each state. These tables show that with the exception of Rhode Island, all other Northeastern states (Connecticut, Massachusetts, New Jersey, New York) have a minimum of seven of the overall needs in common.

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TABLE X
Top Ten Priority Needs/All Respondents

Priority	
1	Increase Hispanic school attendance and reduce drop-out rates.
2	Increase quality housing for low-income Hispanics.
3	Increase the number of Hispanic voters.
4	Increase the representation of Hispanics in elected and appointed offices.
5	Increase Hispanic representation in administrative and policy-making positions at all levels of the educational system; i.e., superintendents, school boards, etc.
6	Promote the development of Hispanic leadership.
7	Increase the availability of training and support programs to facilitate the entry of Hispanic women, youth, and unemployed persons into the workforce.
8	Improve the delivery of health care in the Hispanic community for all age groups, from prenatal care to gerontology.
9	Increase the Hispanic community's understanding of the political process at the national, state, and local levels.
10	Increase Hispanic representation on housing policy-making bodies; i.e., planning, zoning, and housing boards.

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TABLE XI
Top Ten Priority Needs/Connecticut

Priority

1 Increase the representation of Hispanics in elected and appointed offices.

2 Increase Hispanic school attendance and reduce drop-out rates.

3 Promote the development of Hispanic leadership.

4 Increase quality housing for low-income Hispanics.

5 Reduce Hispanic teenage pregnancy.

6 Increase the number of Hispanic voters.

7 Increase volunteerism among Hispanics.

8 Promote quality training programs providing skills that lead to employability for youth and adults with limited English proficiency.

9 Increase Hispanic representation on housing policy-making bodies; i.e., planning, zoning, and housing boards.

*10 Promote collaboration among human service agencies delivering services to Hispanics.

*10 Increase the availability of training and support programs to facilitate the entry of Hispanic women, youth, and unemployed persons into the workforce.

*Tied for tenth place.

TABLE XII
Top Ten Priority Needs/Massachusetts

Priority

1 Increase Hispanic school attendance and reduce drop-out rates.

2 Increase quality housing for low-income Hispanics.

3 Increase the number of Hispanic voters.

4 Improve the delivery of health care in the Hispanic community for all age groups, from prenatal care to gerontology.

5 Increase the Hispanic community's understanding of the political process at the national, state, and local levels.

6 Increase the representation of Hispanics in elected and appointed offices.

7 Increase Hispanic representation in administrative and policy-making positions at all levels of the educational system; i.e., superintendents, school boards, etc.

8 Increase the availability of training and support programs to facilitate the entry of Hispanic women, youth, and unemployed persons into the workforce.

9 Reduce Hispanic teenage pregnancy.

*10 Increase Hispanic representation on housing policy-making bodies; i.e., planning, zoning, and housing boards.

*10 Promote capital formation and the preservation of financial resources within local communities.

*Tied for tenth place.

TABLE XIII
Top Ten Priority Needs/New Jersey

Priority

1 Increase Hispanic school attendance and reduce drop-out rates.

2 Increase the representation of Hispanics in elected and appointed offices.

3 Increase the number of Hispanic voters.

4 Increase Hispanic representation in administrative and policy-making positions at all levels of the educational system; i.e., superintendents, school boards, etc.

5 Reduce substance abuse and alcoholism among Hispanics.

6 Increase Hispanic representation on housing policy-making bodies; i.e., planning, zoning, and housing boards.

7 Increase quality housing for low-income Hispanics.

8 Provide technical assistance and counseling for housing purchase and rent.

9 Promote the development of Hispanic leadership.

10 Reduce Hispanic unemployment.

TABLE XIV
Top Ten Priority Needs/New York

Priority

1 Increase the number of Hispanic voters.

2 Increase Hispanic school attendance and reduce drop-out rates.

3 Increase quality housing for low-income Hispanics.

4 Increase Hispanic representation in administrative and policy-making positions at all levels of the educational system; i.e., superintendents, school boards, etc.

5 Promote the development of Hispanic leadership.

6 Increase the Hispanic community's understanding of the political process at the national, state, and local levels.

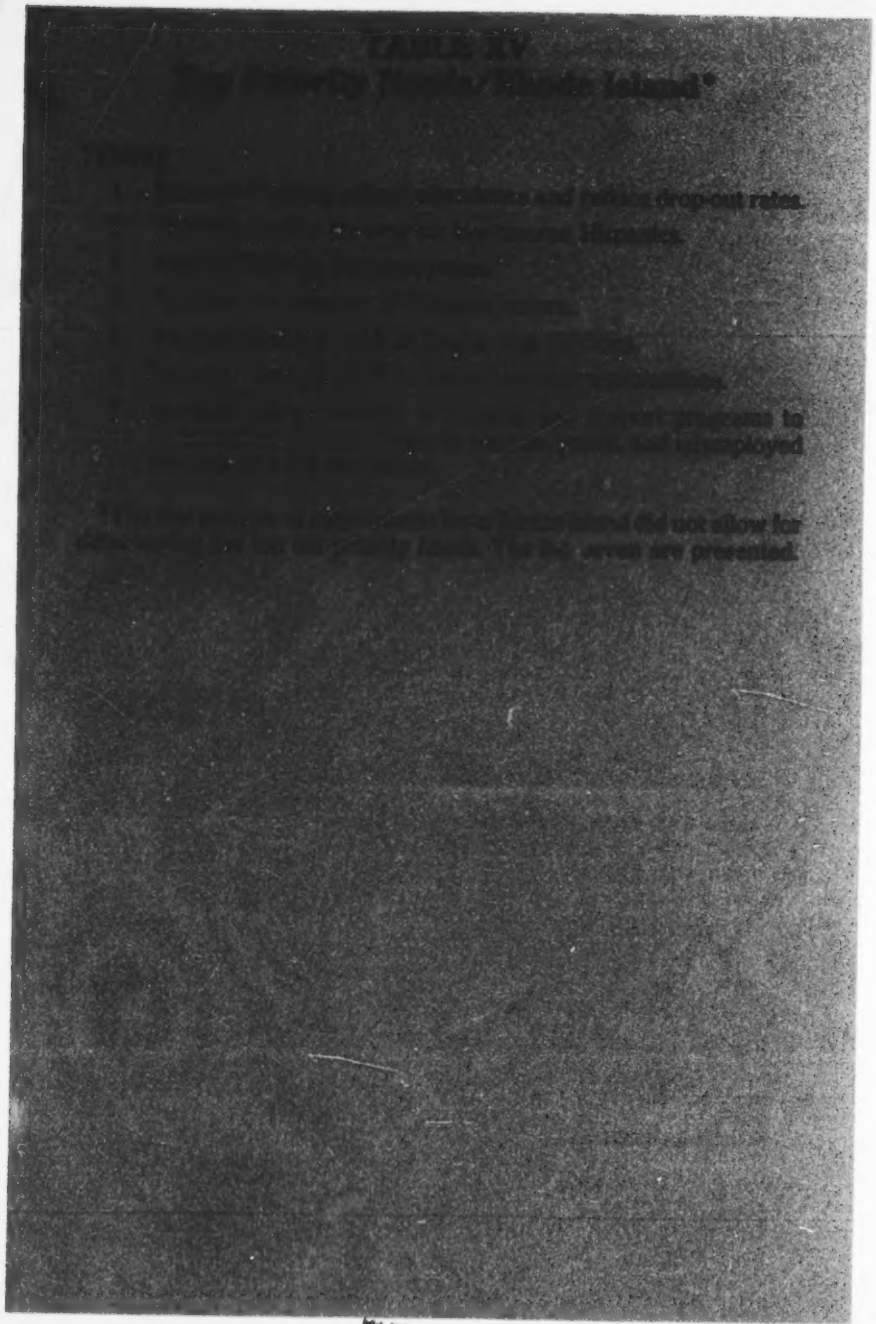
7 Increase the representation of Hispanics in elected and appointed offices.

*8 Increase the availability of training and support programs to facilitate the entry of Hispanic women, youth, and unemployed persons into the workforce.

*8 Increase Hispanic representation on housing policy-making bodies; i.e., planning, zoning, and housing boards.

10 Improve the delivery of health care in the Hispanic community for all age groups, from prenatal care to gerontology.

*Tied for eighth place.



Needs by National Origin Group

The survey responses did not allow for differentiation by national origin group because Latino communities in the Northeast are a mixed group within which Puerto Ricans tend to predominate. There were only a very limited number of communities in which Puerto Ricans were not identified as the predominant group. This limited number did not allow for comparisons. To obtain information on the specific subethnic group differences other alternatives could be used, such as oversampling national origin groups that are not Puerto Rican (in using only leaders, an inherent difficulty is the limited number of leaders from the more recent immigrant groups) and convening groups at the local level (this method would enable developing groups to express their opinions and needs). However, given the great degree of similarity in the responses of Latino leaders across the region it seems reasonable to suggest that the needs identified in this report are common to most Latinos in the Northeast.

APPENDICES

Appendix I
Survey Instrument

Nota: Si usted prefiere responder a un cuestionario en espanol, favor de llamarnos al (202) 835-3600 con cargo a nosotros.

The Needs of Hispanics in the Northeast

The following is a list of needs of Hispanic communities in the areas of political education and empowerment, education, training, health, housing, human services, and community and economic development.

Please circle those five (5) in each section that you consider most important in your Hispanic community.

I. **POLITICAL EDUCATION AND EMPOWERMENT** (please circle the five most important

a. Increase the Hispanic community's understanding of the political process at the national, state and local levels;

b. Promote Hispanic awareness of the benefits of participating at all levels of government,

c. Increase the representation of Hispanics in elected and appointed offices,

d. Increase the number of Hispanics able to effectively manage and conduct political campaigns,

e. Increase the responsiveness of public officials to meeting the needs of Hispanics,

f. Promote research and dissemination of information on Hispanic voting patterns, elected officials, political organizations, political empowerment models;

g. Increase the number of Hispanic voters,

h. Establish coalitions between groups that share Hispanic concerns,

i. Increase Hispanic political fundraising capability,

j. Other _____

_____.

(continues on next page)

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II. **EDUCATION AND TRAINING** (please circle the five most important)

a. Increase Hispanic school attendance and reduce dropout rates,

b. Curb cutbacks in educational programs at the federal and local levels,

c. Increase access of Hispanics to teaching positions at all levels of the educational system,

d. Increase Hispanic representation in administrative and policy making positions at all levels of the educational system, i.e., superintendents, school boards, etc.;

e. Promote parental involvement in their children's education,

f. Increase the financial accessibility of education to Hispanic students,

g. Provide students with limited English proficiency with an education that promotes academic achievement,

h. Promote entry of Hispanics into non-traditional academic disciplines, technology and emerging fields;

i. Provide English literacy for adults and out-of-school youth of limited English proficiency,

j. Promote the development and implementation of culturally sensitive and diverse measures of educational placement and achievement, especially for those of limited English proficiency;

k. Collect and disseminate reliable data to document the educational characteristics and needs of Hispanics,

l. Improve the image of Hispanics as portrayed in the media,

m. Promote quality training programs providing skills that lead to employability for youth and adults with limited English proficiency,

n. Increase the visibility of and access to Hispanic achievers as role models,

o. Promote teacher certification programs that include the understanding of language learning theory and the cultures of the diverse students in their schools,

(continues on next page)

(c) ASPIRA of America, Inc., 1986

p. Promote the maintenance of the native languages of non-English speakers as a national asset,

q. Promote the development and use of appropriate diagnostic and placement instruments for Hispanics with special education needs,

r. Other _____

_____.

III. **HOUSING** (please circle the **five** most important)

a. Increase quality housing for low-income Hispanics,

b. Provide technical assistance and counseling for housing purchase and rent,

c. Increase Hispanic representation on housing policy making bodies, i.e., planning, zoning, and housing boards;

d. Disseminate information to the Hispanic community on housing development, tenant's rights and maintenance and restoration of property;

e. Combat discrimination against Hispanics in housing

f. Increase mix of residents from different income groups within neighborhoods,

g. Gather data on residents of low-income housing,

h. Increase public awareness of displaced Hispanics in our cities,

i. Increase the Hispanic community's awareness of and involvement in long-range housing plans of government and business,

j. Establish coalitions to advocate on behalf of Hispanic housing issues,

k. Establish bilingual hot-lines,

l. Increase local and state lobbying efforts for better housing for Hispanics,

m. Other _____

_____.

(continues on next page)

(c) ASPIRA of America, Inc., 1986

IV. **HEALTH** (please circle the **five** most important)

a. Reduce Hispanic teenage pregnancy,

b. Reduce substance abuse and alcoholism among Hispanics,

c. Increase Hispanic staff in health organizations,

d. Provide financial aid and career guidance to Hispanic students wishing to pursue careers in the health professions,

e. Improve the delivery of health care in the Hispanic community for all age groups, from pre-natal care to gerontology;

f. Initiate research and generate reliable data on the health needs of Hispanics,

g. Disseminate information on disease prevention and early intervention (for AIDS, tuberculosis, cancer, etc.),

h. Increase and improve the delivery of services in the area of mental health,

i. Develop Hispanic leadership in the health field,

j. Increase the awareness and sensitivity of health and law enforcement professionals regarding health problems and needs of Hispanics,

k. Improve the financing of quality health care services to make it accessible to Hispanics of all income groups,

l. Establish coalitions between groups to advocate on behalf of Hispanic health issues,

m. Establish bilingual hot-lines,

n. Increase the number of Spanish/English bilingual health practitioners, i.e., doctors, nurses, etc.;

o. Other _____

_____.

(continues on next page)

(c) ASPIRA of America, Inc., 1986

V. HUMAN SERVICES (please circle the **five** most important)

a. Increase the delivery of services in the areas of child abuse and domestic violence,

b. Increase affordable day care,

c. Improve emergency needs delivery systems in food, shelter and crisis oriented services;

d. Promote collaboration among human services agencies delivering services to Hispanics,

e. Promote the development of Hispanic leadership,

f. Improve services for migrant workers and their families,

g. Establish coalitions to advocate on behalf of Hispanic human service issues,

h. Increase volunteerism among Hispanics,

i. Improve foster care and adoption services,

j. Promote training for welfare recipients,

k. Promote affordable public transportation,

l. Increase Hispanics' knowledge and awareness of available services,

m. Increase Hispanic staff in human service organizations,

n. Increase hot-lines available to Hispanics,

o. Other _____

_____.

(continues on next page)

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VI. COMMUNITY AND ECONOMIC DEVELOPMENT (please circle the **five** most important)

a. Promote capital formation and the preservation of financial resources within local communities,

b. Increase the number of Hispanics with skills in advertisement, product promotion and management;

c. Increase the availability of training and support programs to facilitate the entry of Hispanic women, youth and unemployed persons into the workforce;

d. Promote the development of Hispanic entrepreneurial skills,

e. Increase the number of Hispanics in corporations and foundations, particularly at the managerial and policy-making levels;

f. Promote collaboration and joint ventures between Hispanic and non-Hispanic organizations, businesses and corporations;

g. Promote dissemination of successful small business development initiatives,

h. Reduce Hispanic unemployment,

i. Improve working conditions for Hispanics,

j. Ensure the economic stability and growth of Hispanic community-based organizations and social service agencies,

k. Ensure leadership continuity in community organizations,

l. Promote collaboration and mutual support among agencies representing the various Hispanic sub-groups,

m. Document and disseminate information on successful community programs,

n. Bring together representatives of Hispanic agencies for determining priorities, developing strategies and planning;

o. Promote development of leadership skills among Hispanic youth,

p. Other _____

_____.

(continues on next page)

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VII. Once you have selected the five most important needs in each major category, please review the questionnaire and **underline the five overall priority needs** from all the categories combined.

VIII. Which Hispanic subgroups are represented in your community? Please circle all that apply, then underline the predominant group.

a. Central American
b. Cuban
c. Dominican
d. Mexican-American
e. Puerto Rican
f. South American

IX. Please indicate the city and state in which this community is located:

City:_____ State:_____

X. In which type of organization are you presently employed?

a. community-based organization
b. for-profit organization
c. non-profit organization
d. local government
e. state government
f. educational institution
g. religious organization
h. health clinic/hospital
i. self employed
j. professional corporation/partnership
k. foundation
l. other _____

Please return as soon as possible to: (Deadline: December 10, 1986)

Dr. Janice Petrovich
Director, Institute for Policy Research
ASPIRA of America, Inc.
1112 16th Street, NW, Suite 2900
Washington, DC 20036

Please use the back for any additional comments.

THANK YOU

Appendix II
Population Growth/Northeastern States: 1980-1986

States		Population 1980	Population 1986	% Change 1980-86
Connecticut	White	2,799,000	2,805,617	.2%
	Black	217,000	238,151	9.7%
	Hispanic	124,000	132,132[1]	6.6%
Maine	White	1,110,000	1,167,289	5.2%
	Black	3,000	3,104	3.5%
	Hispanic	5,000	5,007	.1%
Massachusetts	White	5,363,000	5,443,758	1.5%
	Black	221,000	255,127	15.4%
	Hispanic	141,000	148,515[2]	5.3%
New Hampshire	White	910,000	989,896	7.5%
	Black	4,000	4,368	9.2%
	Hispanic	6,000	6,436	7.2%
New Jersey	White	6,127,000	6,044,566	(1.3%)
	Black	925,000	988,235	6.8%
	Hispanic	492,000	586,099	19.1%
New York	White	13,961,000	13,422,916	(3.9%)
	Black	2,402,000	2,691,480	12.1%
	Hispanic	1,659,000	1,851,804	11.6%
Rhode Island	White	897,000	915,547	2.0%
	Black	28,000	32,271	15.3%
	Hispanic	20,000	21,682[3]	8.4%
Vermont	White	507,000	533,010	4.3%
	Black	1,000	1,155	15.5%
	Hispanic	3,000	3,635	21.2%
Totals Northeast	White	31,674,000	31,322,599	(1.1%)
	Black	3,801,000	4,213,891	10.9%
	Hispanic	2,309,000	2,755,310	19.3%

Sources: 1980 Census and *U.S. Hispanic Market Study*, Strategic Research Corporation.

[1]The Connecticut Department of Labor estimated in 1987 that the Hispanic population was 141,132. This would represent a 13% increase over 1980.

[2]The Massachusetts Commission on Hispanic Affairs estimated their Hispanic population in 1985 at 231,788. This would represent a 57% increase over 1980.

[3]In 1985, the International Institute of Rhode Island estimated that the Hispanic population was 38,000. This would represent a 90% increase over 1980.

Appendix III
Biographical Sketches of Conference Participants

IVETTE ALFONSO of New Jersey is the first Hispanic woman elected to the Newark Board of Education. She is presently the Director of the Educational Opportunity Fund Program at Essex County College and previously ran a bilingual day-care center. Though her accomplishments are many, she sees them not as singular distinctions but rather, she states, as "an extension of a commitment to *el pueblo* that was ingrained in me by family, community, and such organizations as ASPIRA."

FRANK BONILLA, Ph.D., has been the Director of the Centro de Estudios Puertorriqueños at Hunter College of the City University of New York since 1973. Dr. Bonilla is a professor in the CUNY Doctoral Programs in both Sociology and Political Science. Before joining the faculty of CUNY he was a professor of political science at the Massachusetts Institute of Technology and Stanford University. A productive researcher and advocate, he has been at the forefront of many community organizations, including the founding group of ASPIRA.

LISA BONILLA is a native New Yorker whose parents migrated from Puerto Rico in the 1950s and returned to the island in the 1970s. Ms. Bonilla earned her degree in education at the University of Puerto Rico in Cayey. She moved to Washington, D.C., four years ago, first working for a city-funded minority job training agency. She is currently the Development Assistant at the ASPIRA Association's National Office.

MARIO CACERES, D.S.W., brings 30 years of experience in social service to his current position as the innovative Executive Director of the Ibero-American Action League, Inc., in Rochester, New York. He has initiated a number of youth-oriented programs in the areas of early childhood and youth developmental disability, child abuse prevention, summer youth employment, and delinquency prevention. He has also developed a program of career support for Hispanic women.

YOHEL CAMAYD-FREIXAS, Ph.D., is currently Director of the Office of Research and Development of the Boston Public School System and the Hispanic Chairman of the Massachusetts legislature's Commission on Hispanic Affairs. Dr. Camayd also has worked as a professor at the Massachusetts Institute of Technology and as the Executive Director of a community mental health center. His most recent research includes studies on school dropouts, public housing, and Hispanic demographic trends.

ALICE CARDONA, a lifelong resident of New York City of Puerto Rican heritage, is currently serving in the Governor's Office as a Program Associate for the New York State Division for Women. From 1970 to 1978 she had a distinguished career in educational advocacy with ASPIRA of New York. She is a bilingual education advocate and currently serves on several state educational advisory commissions. She is a cofounder of the Puerto Rican/Latino Education Roundtable and HACER Hispanic Women's Center and is President of the New York City Chapter of the National Conference of Puerto Rican Women. She has received numerous awards from women's organizations such as NOW, the National Council of Puerto Rican Women, and the Puerto Rican Educators Association.

MARIA ESTELA CARRION has spent her professional life working to ensure Hispanic access to education. At the time of the conference, she headed the Hispanic Office of Planning and Evaluation, a Hispanic community-based policy analysis organization in Boston. She states that "the importance of these accomplishments rests with the fact that as a Puerto Rican woman raised in poverty in New York City, I have the special responsibility and honor of being among the first generation of U.S.-reared Puerto Ricans upon whose shoulders fell the awesome responsibility of providing leadership for an emerging Puerto Rican community."

DAVID J. CORTIELLA, Esq., began his involvement with the Boston Hispanic community as spokesperson and organizer of the volunteer parents organization, El Comite de Padres pro Defensa de la Educación Bilingüe, which was a catalyst for establishing a Latino presence in the Boston Public School System. Through this involvement, Mr. Cortiella decided to enroll in law school. Presently, he is Special Counsel to the Mayor of Boston and Director of the Office of Affirmative Action, as well as being involved in numerous Hispanic civic organizations.

JOAQUIN CORTIELLA, M.D., grew up in Brooklyn, New York. Although he has graduate degrees from Harvard and Boston Universities, he says his biggest achievement has been to "witness the naming of a public school in New York after a Puerto Rican woman," his mother, Mayda Cortiella. For the past two years he has been involved in nutrition research at Massachusetts Institute of Technology and is presently at Boston's Children's Hospital specializing in gastroenterology.

HILDA CRESPO is Director of Education for the ASPIRA Association's National Office and coordinates the ASPIRA National Health Careers Program. Previously, she was an assistant professor in counseling at Middlesex County College, Edison, New Jersey. She also served as a Kellogg Foundation Fellow in educational policy development in Washington, D.C.

MARILYNN CRUZ works as Administrative Assistant to Governor William A. O'Neill of Connecticut. She came to this position with a background in program evaluation, group counseling, and a decade of local political work and voter registration, primarily within the Puerto Rican community. She continues her local and statewide political participation and serves on the boards of directors of various local- and state-level Hispanic community-based organizations.

RITA DI MARTINO was appointed by President Ronald Reagan as United States Ambassador to UNICEF and has been recognized in *Who's Who in America* and *Who's Who in American Politics*. Named as one of the 100 Hispanic Influentials in the United States by *Hispanic Business*, she serves as Chairperson of the Board of Directors of the National Council of La Raza; is on the Board of Directors of the National Association of Latino Elected Officials, Greater New York Fund/United Way, and the Private Industry Council; and is a member of many nationally renowned community and political organizations.

MARGARITA ECHEVARRIA, Esq., has been active in the community since her high school days as a volunteer tutor for grammar school children. As a lawyer she helped form the New Jersey Hispanic Bar Association, serving as its first President, and helped establish a Scholarship Fund Committee for Hispanic law students. She currently is Associate Counsel in the Law Division of Mutual Benefit Life.

OLGA M. ESCOBAR came to the United States from Guatemala in 1967 and in 1974 began working with the Hispanic community in Rhode Island. She is currently the Assistant Coordinator of Community (Hispanic) Relations for the State Department of Human Services. She also is very active in the Hispanic Social Services Committee in Providence.

ADRIANA FALCON-TRAFFORD, Director of Housing and Planning for La Casa de Puerto Rico in Hartford, is responsible for researching and documenting priority needs of Hispanics, particularly in the housing area. She works to influence policies at state and local levels with regard to low- and moderate-income housing. Educated in Chile, Ms. Falcon-Trafford holds degrees in social work and urban planning and is now Chair of the Hartford Neighborhood Housing Coalition.

HERIBERTO FLORES is one of the founders and the current Executive Director of the New England Farm Worker's Council. As such, Flores directs an $8 million nonprofit corporation which served over 25,000 people in New England last year through day care, employment training, and fuel assistance. One of his many distinctions is his appointment to the Rhode Island State Board of Regents, the first Puerto Rican to attain this honor.

PATRICIA C. FOGARTY, Executive Director of the NYNEX Foundation at the time of the conference, has been involved in the strategic planning areas of public relations of both New York Telephone and its newly created parent company, NYNEX, for the past four years. She is currently External Affairs Director of Strategy Development and Research and has served as Director of Planning and Administration and Director of Community Relations in the NYNEX Public Relations Department. In addition to her NYNEX duties, she serves as a volunteer or board member for various social service and other nonprofit organizations.

JUAN FRANCISCO began his involvement with the Hispanic community of Rhode Island when he first moved to the state in 1970. He organized the first Latin American Students Association at his university and was the first Hispanic to run for City Council in Providence. Currently, he serves as the Fair Housing Project Coordinator of the Rhode Island Commission for Human Rights. He also serves on the Rhode Island Board of Regents and the Hispanic Chamber of Commerce and is Chair of the Hispanic Political Action Committee.

FRIEDA GARCIA, born in the Dominican Republic, is a founder and first Executive Director of La Alianza Hispana, the largest Hispanic social service agency in Boston. A graduate of the New School of Social Research, Ms. Garcia served as Special Assistant to the Governor of Massachusetts on human service programs and Hispanic policies from 1974 to 1975. She is currently the Executive Director of United South End Settlements, the principal neighborhood agency in the South End/Lower Roxbury area of Boston.

MARIA GONZALEZ BORRERO, Esq., is the founder and former Executive Director of the Hispanic Health Council, Inc. She was recently appointed Assistant Manager for Human Resources for the State of Connecticut. A former member of the Hartford Board of Education who has a law degree from the University of Connecticut, she has concentrated her work on health and education issues, particularly as they affect Puerto Ricans. As such, she has been involved in health issues at local, national, and international levels.

CARMELO IGLESIAS is the Executive Director of Casa del Sol in Boston, Massachusetts.

RAMON IRIZARRY, J.D., born in the Dominican Republic, is an attorney with offices in New Jersey and Puerto Rico. For many years he has been active in immigration law, housing, and labor concerns. One of the highlights of his work was coordinating the Latino participation from the Northeast for the 20th Anniversary March on Washington in 1983. Currently, he is working as the founder and President of the International Committee for Latin American Action in Washington, an international organization which addresses problems created for Latinos in the United States and abroad by the new immigration law.

HERNAN LaFONTAINE, a native New Yorker whose parents migrated from Puerto Rico in the 1920s, was born and raised in *el barrio,* East Harlem. In 1968 he was appointed Principal of P.S. #25, the first completely bilingual school in the Northeast. In 1972 he was appointed to head the newly established Office of Bilingual Education at the New York City Board of Education. In 1979 he assumed his current post as Superintendent of Schools for the Hartford, Connecticut, Public School System, the first Puerto Rican to be named Superintendent of a major city school district in the United States.

FLORA MANCUSO EDWARDS, Ph.D., former President of Hostos Community College in New York, is the new President of Middlesex County College in New Jersey. She was the first Hispanic woman to obtain the presidency of a college. Dr. Edwards has many years of experience in teaching and administration at the college and university levels. She is a member of numerous professional educational organizations and serves on the boards of directors of over ten community organizations.

YVONNE MARRERO is a high school student from Brooklyn, New York. A Puerto Rican born in New York City, Ms. Marrero moved to Puerto Rico as a child and later returned to New York. A product of bilingual education, she was a national intern with the ASPIRA Public Policy Leadership Program in 1986. She recently testified before the U.S. House of Representatives Select Committee on Children, Youth, and Families. She has a strong concern for the situation of women in today's society and is also interested in politics and medicine.

HERMINIO A. MARTINEZ, Ph.D., is Director of the Division for Training, Evaluation, and School Services at the Institute for Urban and Minority Education, Teachers College, Columbia University. In this capacity he directs programs that provide training and technical assistance to federal, state, and city agencies across the Northeast, Puerto Rico, and the Virgin Islands. Dr. Martínez serves

on numerous boards of directors and advisory boards, including the New York Urban Coalition and The College Board. He has served as an educational consultant to universities, government agencies, and professional organizations.

SARAH E. MELENDEZ, Ed.D., is the Associate Director of the Office of Minority Concerns of the American Council on Education. She was raised in New York City where she began her career as a bilingual teacher. She is past President of the National Association for Bilingual Education and is in great demand as a speaker on Hispanics in higher education and bilingual education at meetings and conferences around the country.

OLGA A. MENDEZ, Ph.D., is currently serving her tenth year as a New York State Senator representing the South Bronx and parts of Manhattan. She was the first Puerto Rican woman in the United States elected to such a position. Formerly a research psychologist and professor, Dr. Méndez is now a full-time legislator working to remove the barriers of discrimination against women and minorities. She has conducted voter registration drives throughout New York State and affirms her dedication to good government.

NELSON MERCED is the Deputy Director for Planning and Policy in the Public Facilities Department of the City of Boston. He is responsible for the Planning and Policy Division and implementing its mandate, which includes neighborhood planning, land inventory management, program and budget development, departmental and program evaluation, information management, and research. Previously, he was Executive Director of Alianza Hispana, Inc., a multiservice nonprofit corporation, where he helped initiate and implement community development strategies for low-income neighborhoods.

ELSA NUNEZ-WORMACK, Ph.D., is Associate Dean of Faculty and Associate Professor of English at The City University of New York/The College of Staten Island. Prior to her appointment as Dean she was an Associate Professor of English at Ramapo State College in New Jersey for 13 years. She chairs the Board of Directors of ASPIRA of New Jersey and is the Chairperson of the Hispanic Association of Higher Education in New Jersey.

MANUEL F. O'NEILL began working for the Puerto Rican community in 1972, first with ASPIRA and later as Financial Aid Director at Rutgers University, encouraging Hispanic students to enter college. While in New Jersey he was also active in the Hoboken Hispanic tenants' movement. In 1981 Mr. O'Neill moved to Vermont where he now is Financial Aid Director at Goddard College. He has been active in the labor movement there and also authored a section of the Democratic Party National Platform calling on Vermont to recognize the self-determination of Puerto Rico.

RAQUEL ORTIZ has worked in public broadcasting for the past 18 years for some of the major television stations in the system, helping to create and produce series such as *La Plaza* for WGBH in Boston, *Realidades* for WNET in New York, and *Interface* for WETA in Washington, D.C. She is currently Executive Producer for Community Affairs at WGBH in Boston and Chair of the Board of the Latino Consortium, a distribution/production organization within the Public Broadcasting System. She states that she has "always been involved heavily in community and advocacy activities toward the goal of increasing the number of Hispanics in the media."

JANICE PETROVICH, Ed.D., is the ASPIRA Association's Deputy National Executive Director and Director of the ASPIRA Institute for Policy Research. An educational researcher and policy analyst from Cabo Rojo, Puerto Rico, she is former Director of Research Studies at the American Council on Education. Dr. Petrovich is also former Director of the Research Institute at Inter-American University of Puerto Rico and founder of the Center for Research and Documentation on Women (CIDOM).

NARCISA A. POLONIO JONES, Ed.D., is Director of the Office of Community Colleges at the New Jersey Department of Higher Education. She has a doctorate in urban education and bilingual education and has held numerous positions in the area of bilingual education, both in New York and in Massachusetts. In 1984 Dr. Polonio Jones instituted the Hispanic Leadership Fellows Program which has been recognized both locally and nationally as an innovative approach to leadership training for Hispanics.

NATHAN QUINONES, Chancellor of the New York City Board of Education, is a product of New York City schools. As the chief administrator for the largest school system in the nation, he is responsible for the education program of almost one million students. Prior to his present appointment, he served as Executive Director of the Division of High Schools for six years. Before that he was a high school principal and assistant principal, served on the Board of Examiners, and was a teacher of foreign languages.

WILLIAM RADINSON is a Senior Financial Analyst in the Economic Development Department of the Port Authority of New York and New Jersey where he has implemented the only regionally based venture capital investment program in the United States. In addition, Mr. Radinson is National Chairman of the ASPIRA Association, Inc.

MIGUEL A. RIVERA, an engineer by training, works for a major communications corporation as Manager of External Affairs in charge of community relations for the Hispanic community of New Jersey. This responsibility involves the processing of contribution requests from Hispanic groups and developing close working relationships with key Hispanic leaders. Mr. Rivera also serves on the boards of several community organizations and is Chairman of CURA, a drug rehabilitation program.

MARGARITA RODRIGUEZ, an *Aspirante* while a high school student in Manhattan, was licensed as a bilingual instructor after graduating from college. While living in Rhode Island she was very active on many Hispanic boards and committees, including the Puerto Rican Parade Committee, the Hispanic Pro-Education Committee, and Casa Puerto Rico, Inc. At the time of the conference, she was the main staff person of the Rhode Island Advisory Council on Hispanic Affairs to the Office of Lieutenant Governor Richard Licht.

JUAN ROSARIO, Ed.D., the ASPIRA Association's National Executive Director, has been an educator and community organizer for more than 20 years. Born in Salinas, Puerto Rico, Dr. Rosario came to the United States in 1950 and was raised in New Jersey. He first

worked for ASPIRA in 1969 as the founding Executive Director of ASPIRA of New Jersey. He has held numerous research, development, and teaching posts, including serving as a research consultant for the Office of Civil Rights in the U.S. Department of Health, Education, and Welfare; and as Assistant Executive Superintendent of Schools for the Newark, New Jersey, Board of Education.

ISAURA SANTIAGO, Ph.D., the new President of Hostos College, was born and raised in New York City. After attending Brooklyn College she began work as a counselor at ASPIRA. She later became a Center Director and then Deputy Director of the organization. She received her doctorate from Fordham University with a thesis on the ASPIRA vs. Board of Education suit, with which she had been involved. Dr. Santiago most recently was Associate Professor and Director of Programs in Bilingual Education at Teachers College, Columbia University.

MARIA SANTIAGO-MERCADO has a long association with ASPIRA. She was employed by the organization from 1965 to 1970 and for the past 12 years has been on the Board of ASPIRA of New Jersey. She has also served as both Program Chair and Chair of ASPIRA of America. She was a Program Administrator for the Educational Testing Service for ten years and since 1985 has been Director of Educational Services at Passaic County Community College. She sees her lifelong work on behalf of the Puerto Rican community as based on the need for community empowerment and the development of leadership at all levels.

JULIAN F. SANTOS is Vice President for Administration for NYNEX Materiel Enterprises Company. He is responsible for labor relations, human resources, public relations, and government relations for NYNEX Enterprises. Mr. Santos began his career in 1961 as an engineer at New York Telephone. He has an MBA from the City University of New York and is a member of the National Society of Professional Engineers and the Council of Logistics Management.

SAUL SIBIRSKY, Ph.D., works as a Bilingual Vocational Education Consultant for the Vocational-Technical School System of the State Department of Education in Hartford, Connecticut. In this capacity he has planned and overseen the extensive development of the only statewide system for bilingual vocational training in the nation. He has also developed such programs at the secondary level. Dr. Sibirsky, originally from Uruguay, has experience in Latin American issues and continuous involvement in community development.

MAGDALENA TORRES worked with the Bell Telephone System for 30 years before starting her own business as a communications consultant in 1985. As one of the leaders in the Hispanic community, she has served in many capacities seeking to increase dialogue and facilitating the formation of networks to address community problems. She has been Chairperson of the Puerto Rican Family Institute and the National Puerto Rican Coalition and has served on city and state advisory bodies such as the Governor's Hispanic Advisory Committee in New York.

ELIZABETH WEISER-RAMIREZ is Program Assistant for the ASPIRA Association's National Office. She comes to ASPIRA with a background in community organizing and international studies. While a student in Minnesota, she coordinated the north-central zone of the National Guatemala Solidarity Network. In addition to her work at ASPIRA and graduate studies at The American University, Ms. Weiser-Ramírez is actively involved in work with the Central American community in Washington, D.C.

Appendix IV
Selected Resources*
Health, Housing, and Human Services

CONNECTICUT

Health

Statewide
School health programs

Hartford
Golden Age Center study on Hispanic elderly
Hartford Health Network
Hispanic State Association of Health Providers
Hispanic Health Council, Inc.
State Association of Hispanic Psychologists

Housing

Statewide
Housing Task Force of Connecticut

Bridgeport
Connecticut National Bank
Edna Jiménez

Hartford
Archdiocese of Hartford
Capital Housing Corporation
City of Hartford
Marina Rodríguez
Yasha Escalera, Deputy Commissioner of Housing
State Department
El Hogar del Futuro
La Casa de Puerto Rico
Neighborhood Housing Service
Office of Housing and Urban Development
Victor Hernández
San Juan Center
South Green Comunidad en Acción
Taino

Meriden
Campaign for Human Development/U.S. Catholic Conference (Co-op Housing)

New Haven
Geraldo Canto, Former Director of Municipal Housing and Development Office

Human Services

Hartford
Common Cause
Connecticut Association for United Spanish Action (CAUSA)
Governor's Office/Hispanic Directory
Hartford Foundation for Public Giving
Hispanic Family Institute
San Juan Center
State Department of Human Resources
United South End Settlements

MASSACHUSETTS

Health

Statewide
Department of Public Health
Lead screening programs
Massachusetts Neighborhood Health Centers
Radio health programs
Visiting Nurses Association

Boston
Alianza Hispana
Boston City Hospital
Brookside Park Health Center/Hispanic Team

Cambridge
Cambridge Hospital/Hispanic Clinic

Holyoke
Crossroads

Jamaica Plain
Massachusetts Mental Health Center

Lawrence
Centro Pan Americano

Springfield
Boricua Health Association
Mental Health Center

Worcester
Bilingual Provider's Network
Youth Guidance Center

Housing

Statewide
Boston Redevelopment Authority
Governor's Office
José Masso
Massachusetts Community Development/Governor's Office, Alex Rodríguez
State Public Facilities Department
Nelson Mercéd

Boston
Boston Housing Authority
Managers in housing projects
Boston Housing Court
Richard Padillo
City Fuel Assistance
Ana Pérez
Dudley Initiative
Executive Office of Community Development
Legal Counsel Diana Ortíz
Fair Housing Commission
Ernie Gutiérrez
HOPE (Hispanic Office of Planning and Evaluation)
Inquilinos Boricuas en Acción
Nuestra Comunidad/Greater Roxbury Authority
Roxbury Corporation
Urban Edge

Springfield
New England Farmworker's Council

Human Services

Boston
Council of Hispanic Agencies
Department of Social Services
Governor's Office
José Masso
La Casa del Sol
United Way Leadership Program

NEW JERSEY

Health

Statewide
ASPIRA of New Jersey Health Careers Program
State Association of Hispanic Psychologists

Camden
Mental Health Organization of Camden

Newark
Community United for the Rehabilitation of the Addict (CURA)
La Casa de Don Pedro (prevention of drug abuse)

Trenton
Hispanic Council on Alcoholism
Puerto Rican Congress of New Jersey

*The lists contained in this Appendix were developed by conference participants as examples of resources viewed as valuable. They do not represent a complete listing of resources available.

Housing

Hudson City
Hudson City Legal Services

Newark
La Casa de Don Pedro

Trenton
Housing and Urban Development
Pablo Rivera

Human Services

Statewide
ASPIRA of New Jersey, Inc.
Centro Hispanoamericano Para el Indocumentado
State of New Jersey Directory of Hot Lines

Newark
Hispanic Association of Executive Directors
La Casa de Don Pedro
Legal Services (Homeless-Trailer Program)

Perth Amboy
Perth Amboy Day Care

Roxville
Roxville Social Services Center

Trenton
Department of Human Services
Fred Burgos
Office of Hispanic Affairs/Department of Community Affairs
Puerto Rican Congress of New Jersey

NEW YORK

Health

Statewide
ASPIRA of New York, Inc.
Health and Human Services Office/Human Development Administration on Aging
Human Resources Administration
Ana Rodríguez Weber
New York State Department of Health
Philip C. Nasca
State Teenage Pregnancy Programs

Bronx
Bronx Veteran's Administration Medical Center
Adele Zambrano, Milagros Y. Hall-Bocs
Hispanic Research Center
Hunts Point Multi-Service Center Health Clinic
Puerto Rican Family Institute
South Bronx Mental Health Council, Inc.
Urban Health Plan, Inc. (Centro San Juan)
Women's Community Health Clinic

Buffalo
State University of New York/Buffalo
Raúl O. Parra

Manhattan
APRED (Association of Puerto Rican Executive Directors—represents executive directors of 17 organizations)
Betances Health Unit
Columbia University
Ricardo Mesa-Tejada
Commonwealth Fund
East Harlem Council for Human Services
(Borinquen Health Center)
The Ford Foundation
Fordham University
John J. Macisco, Jr.
Harlem Hospital Center
Zaida López
Hispanic Research, Fordham University
Lloyd H. Rogler
Institute for the Puerto Rican/Hispanic Elderly
Josiah Macy Foundation
Long Island Jewish Medical Center
Dr. Eric Muñoz
Memorial Hospital for Cancer and Allied Diseases
Manuel Ochoa, Jr.
Memorial Sloan-Kettering Cancer Center
Anthony P. Albino
Mount Sinai School of Medicine
Alan Silver
Nena Health Center
New World Foundation
Puerto Rican Association for Community Affairs (PRACA)
St. Mary's Hospital
Vivian Torres Suarez

Plainview
John F. Kennedy High School
Nora M. Gallardo

Queens
Clínica Central de Diagnostico y Tratamiento/Servicios Medicos Hispanos

Rochester
University of Rochester
Henry Herrera

Stony Brook
State University of New York/Stony Brook
Anthony P. Polednak

Housing

Statewide
Governor's Office of Hispanic Affairs
State Division of Housing and Community Renewal
Manuel Mirabel
State Division of Human Rights
Margarita Rojas, Yolanda Sanchez, José Cincarello
State of New York Mortgage Agency
A. Badillo, Chair

Bronx
East Tremont Housing Clinic
Faro Puertorriqueño
Neighborhood Associations for Intercultural Affairs
South Bronx Action Group, Inc.

Brooklyn
Sunset Park Redevelopment Committee

Manhattan
Bob Esnard, Deputy Mayor for Capital Programs
Housing Preservation and Development
Bill Alicea, John Olivero
Landmarks Preservation Commission
Pueblo Nuevo Housing and Development Association

Human Services

Albany
Centro Hispano

Bronx
Casa Boricua Senior Citizen's Center
Casita María
Hunts Point Multi-Service Center
Pueblo en Marcha, Inc.
Puerto Rican Family Institute
South Bronx Community Corporation

Brooklyn
Acción Latina
Bilingual Social, Education, Recreational, and Cultural Association of Brooklyn, Inc.
Hispanic Services Society
La Acción Cultural
La Casa Neighborhood Services Center
South Side Community Mission
United Puerto Rican Organization of Sunset Park

Manhattan
Asociaciones Dominicana, Inc.
Action for Progress
Commonwealth of Puerto Rico Migration Division/Department of Labor and Human Resources, Government of Puerto Rico
East Harlem Council for Community Improvement

National Puerto Rican Forum, Inc.
Veterans Association for Self Improvement

Queens
Ciudadanos Concientes de Queens

Rochester
Ibero American Action League, Inc.

RHODE ISLAND

Health

Statewide
Radio and TV programs on health in Spanish

Providence
Brown University School of Medicine
Community Health Program
Providence Ambulatory Health Care Association
Rhode Island Hospital
  Community Center Health Information Program
  Gerontology Program (local major university collaboration)
Women and Infants Hospital

Housing

Providence
Capital Hill Interaction Council
Farmers Home Service
Jiménez and Associates
Jocelyn Community Development Corporation
John Hope Settlement House
Providence Community Action Program
  Heating Program
  Weatherization Program
Providence Preservation Society
Rhode Island Commission for Human Rights
  Fair Housing Coordinator Juan Francisco
Rhode Island Home Finance Corporation
RISE
South Providence Rehabilitation Committee
Stop Wasting Abandoned Property (SWAP)
Urban League of Rhode Island
Washington Park Community Center
Women's Development Corporation

Human Services

Statewide
Community Action Programs
SER/Jobs for Progress

Central Falls
Progreso Latino
Proyecto Esperanza

Providence
Hispanics in Action
Hispanic Social Services Association
International Institute
Llámenos Emergency Help Line
O.I.C. of Rhode Island
Providence Community Action Program
United Way

Appendix V
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